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ABSTRACT

This report describes the activities and accomplishments of the Southwest Educational Development Laboratory's (SEDL) Multifunctional Resource Center (MRC) during 1993-94. The mission of the MRC, under contract with the United States Department of Education, is to provide training and technical assistance to educators and parents of limited English proficient (LEP) students, with the ultimate goal of increasing the effectiveness of elementary and secondary school instruction so as to maximize LEP student learning and achievement. SEDL/MRC is responsible for serving 800 school districts in Texas, providing 173 workshops and consultations. Workshops addressed topics related to English as a Second Language (ESL), language learning strategies, multicultural awareness, literacy, thinking skills, and parent education. Six appendixes provide a needs-sensing survey, SEDL/MRC service request and modification form, service agreement, SEDL/MRC training session listing, turnkey workshop agenda and evaluation data, and lists of related educational agencies. (MDM)

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SEDL/MULTIFUNCTIONAL RESOURCE CENTER
Service Area 8

ANNUAL PERFORMANCE REPORT
October, 1993 - September, 1994

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SEDL/MULTIFUNCTIONAL RESOURCE CENTER
Service Area 8

ANNUAL PERFORMANCE REPORT
October, 1993 - September, 1994

CONTRACT NUMBER
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MRC ANNUAL PERFORMANCE REPORT

This report presents information on the activities of the Southwest Educational Development Laboratory's Multifunctional Resource Center (SEDL/MRC), Service Area 8, located in Austin, Texas during the contract year 1993-94.

I. EXECUTIVE SUMMARY

The Service Area 8 Multifunctional Resource Center (MRC), under contract with the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), provides training (T) and technical assistance (TA) to school personnel participating in, or preparing to participate in, programs for Limited English Proficient (LEP) students within the 13 education service center (ESC) regions that comprise the MRC-North area of Texas.

State public school enrollment statistics show that Hispanics account for 35.6%, African Americans for 14.3%, and Asian/American Indian for 2.4%. Of the 421,742 LEP students that comprise 11.7% of the total enrollment (3.6 million), 93% are Hispanics, 4% are Asians, and 3% are others. Of these, 49% are served in bilingual programs, 37% in ESL programs, 8% in special education, and 6% in other programs. About 30% of all Hispanic students and 17% of all Asian students are identified as being LEP students.

The SEDL/MRC is responsible for serving 800 school districts (75% of the 1,065 public school districts in Texas), of which 545 (71%) serve LEP students. T/TA services are primarily provided to 16 Title VII Classroom Instructional Projects (CIPs) in 13 districts, 96 LEAs with bilingual education programs, and 449 LEAs that have English as a Second Language (ESL) programs. The total LEP enrollment in Service Area 8 is 208,599 (49.5% of the state total), of which Hispanics account for 88%, Asians for 6.4%, and other groups for 5.6%. Within Service Area 8, 41% of the LEP students are served in bilingual education programs, 48% in ESL programs, 6% in special education, and 5% in other programs.

SEDL/MRC services include outreach and coordination activities with other educational and service agencies, such as the Texas Education Agency (TEA), ESCs, IHEs, and other Title VII and Non-Title VII projects and organizations. Specifically, coordination is achieved with the one Title VII Non-CIP grantee, the 10 Title VII teacher-training Education Personnel Training projects, two Title VII Short-Term Training Projects, five Fellowship Programs, 29 IHEs that offer bilingual and ESL teacher training programs, and the more than 40 other federal, state, and private agencies that provide services to LEP students, their parents, and their teachers.

A special responsibility is gathering, cataloguing, and sharing information in its assigned special focus area: English Literacy for LEP Students. Holdings include 6,837 major items, including 5,240 books and similar materials, and 1,597 articles. All are contained in a computerized resources file.

The SEDL/MRC is operated by a professional staff of six persons, comprising 4.1 FTE, and a secretarial staff consisting of 1.0 FTE. A regional network of 40 staff associates

and consultants, based in universities, school districts, and private firms, assists the professional staff in providing training. Staff is located in a 1786 square foot facility on the fourth floor of the 13-story Southwest Tower office complex. The facility consists of six office areas, the reception-secretarial-work station area, and the Resource Center. In addition, conference and training facilities are available on the second and fourth floors of the SEDL office complex. State of the art telecommunications, personal computers, and copying and graphics equipment are available for staff use. E-Mail and Ethernet capabilities were added this year.

During the first 11 months of 1993-94 (October 1993-August 1994), the SEDL/MRC provided 173 T/TA sessions, including 121 workshops and 52 technical assistance, plus 1,460 consultations to LEAs and other entities. T/TA sessions were provided to 96 unique school districts, seven education service centers, seven universities, and two professional organizations. Participation totaled 4,875, including 4,670 in workshops and 205 in TA sessions. With the seven workshops scheduled in September, the total of T/TA sessions becomes 180, the projected attendance reaches 5,067 and the number of unique districts/entities increases to about 120.

Of the 173 T/TA sessions through August, Title VII CIPs received 29% and Non-Title VII projects 71%. Onsite T/TA was provided to 88% of the CIPs, multi-district training to 88%, and consultations to 100%. Seventy-five percent (75%) of the CIPs received services in all three modes. With the seven September workshops, Title VII projects will have received 28% and Non-Title VII 72% of T/TA services for the year.

Of the 121 workshops offered through August, 44% involved 20 or fewer participants and 26% involved 41-100+ participants. The mean attendance was 39. Of the 180 T/TA sessions for the entire year, the median length was five hours. Forty-nine percent (49%) of the workshops spanned six hours or more. The total instructional time for the year in the 180 T/TA sessions was 870 hours.

Sixty-five percent (65%) of the T/TA sessions occurred during October-March, and 35% between March and September. October (17), January (18), February (27), March (13), and August (13) account for 49% of all T/TA sessions.

Topics for the 121 workshops varied. Nineteen percent addressed ESL topics, 22% Language Learning Strategies, and 8% Multicultural Awareness. Other topics included: 5% Literacy Course, 7% Language Arts/Thinking Skills, 3% Parent Training for parents, 3% Parent Training for teachers, 3% Cooperative Learning, and Bilingual/ESL Institute 11%. The 52 TA sessions addressed program planning and implementation and staff development.

Teachers participated in 73% of the T/TA sessions and accounted for 72% of all T/TA participants. Administrators attended 35% of the sessions and comprised 17% of the participants. Instructional aides were in 7% of the sessions and accounted for 5% of the participants. Parents were involved in 6% of the sessions and accounted for 6% of the participants.

The responses of the participants in the workshops were very positive. With 79% of

the workshops (96 of 121) being evaluated, approximately 66% of workshop participants provided end-of-workshop ratings, and 93% of the responses on the Workshop Evaluation Form were "4," the highest rating on the 0-4 rating scale. The overall mean rating is 3.7. Title VII, LEAs rated workshops more highly than Non-Title VII respondents. Workshops with fewer participants (less than 20) and workshops of 5 hours or less are rated highest.

A Follow-up Evaluation Questionnaire was sent to the 68 LEAs and agencies requesting services. Responses were received from 33 directors (10 Title VII and 23 Non-Title VII) and 21 superintendents (4 Title VII and 17 Non-Title VII) responded. Ratings were highly positive, and comments indicated the positive effect of SEDL/MRC training upon morale, motivation, and instruction.

The SEDL/MRC staff organized and taught, through coordination with the University of Houston, an academic credit ESL course during weekends for 13 teachers from a Title VII LEA seeking bilingual/ESL endorsement. Over the past three years, the SEDL/MRC academic training model has provided eight college credit courses, under the auspices of three IHEs, for 132 teachers from nine school districts. Also, the SEDL/MRC provided and an outreach focus seminar for 34 university and LEA persons organized into seven teams.

Other coordination/outreach activities included: (a) the conduct of the Annual Regional Workshop for Title VII and Non-Title VII LEAs; (b) the delivery of a Turnkey Workshop on "Modifying and Sheltering Instruction" for representatives of regional ESCs, who have scheduled, thus far, four follow-up workshops for teachers and administrators in their regions; (c) the continuation of the Texas Superintendent's Leadership Council which addresses statewide issues dealing with the education of LEP children; (d) the conduct of the Principals Institute that trains administrators for bilingual education; (e) staff exchange with one sister MRC; (f) participation in OBEMLA-sponsored Information Sharing and Trainer of Trainers Meetings; and (g) maintenance of coordination contacts with approximately 40 agencies and participation by the Director on the Governor's Task Force on Early Childhood Education.

General Management Training credit was awarded to 36 individuals who attend the Summer Institute for Principals. Participants, who were from 14 districts, earned 387 credit hours. In all, 52 participants from 17 districts participated in the training to prepare administrators to work with bilingual/ESL programs.

Special service delivery models were employed in Garland, Dallas, and Houston ISDs. Each extends usual staff development workshops by promoting campus and district-wide restructuring efforts.

For the year, the SEDL/MRC will have provided 180 T/TA sessions with a projected participation of over 5,000 persons, from 120 unique school districts and other entities, including ESCs, IHEs, and related organizations. With Outreach attendance, the projected participation will exceed 5,200 persons.

II. MAJOR ACCOMPLISHMENTS AND ACTIVITIES

This section presents information on (a) the characteristics of the service area, which includes 13 of the 20 education service center regions in Texas; (b) the organization and operation of the SEDL/ Multifunctional Resource Center (SEDL/MRC); (c) the nature and outcomes of MRC activities; and (d) an assessment of the role of the MRC in assisting the state education agency, i.e., the Texas Education Agency (TEA) and local education agencies (LEAs) in improving project management and methods of instruction in the state.

General Service Area Summary

Federally-Funded Projects

During 1993-94, there were 16 Title VII Classroom Instructional Projects (CIPs) in operation in Service Area 8. In addition, there were one Non-Classroom Instructional Project (Non-CIPs) and 17 Institution of Higher Education (IHE) Teacher Training Projects in operation during 1993-94, the second year of operation of the SEDL/MRC under the current contract. Exhibit 1 presents a summary of the types of projects within Service Area 8 in 1993-94.

Of the 16 CIPs that comprised the highest priority for SEDL/MRC services, 11 were Transitional Bilingual projects, 4 were Special Alternative projects, and 1 was a Developmental Bilingual project. Six of the 16 (38%) projects were new projects (i.e., first-year of funding), and 10 (62%) were continuation projects. Of the six first-year CIPs, five were Transitional projects and one was a Special Alternative project. The sole Developmental Bilingual project was in its second year. None of the CIPs are in their fifth and final year of funding, so all are expected to be operational in 1994-95.

Exhibit 1

Types of Title VII Grants for 1993-94

I. **Classroom Instructional Projects (N=16)**

A. Transitional Bilingual: 11
- 1st Year: 5
- 2nd Year: 3
- 3rd Year: 1
- 4th Year: 2
- 5th Year: 0

B. Special Alternative: 4
- 1st Year: 1
- 2nd Year: 1
- 3rd Year: 1
- 4th Year: 1

C. Developmental Bilingual: 1
- 2nd Year: 1

II. **Non-Classroom Instructional Projects (N=1)**

A. Academic Excellence: 1
- 3rd Year: 1

B. Special Populations & Family English Literacy: 0

III. **Training Grants (N=17)**

A. Educational Personnel Training: 10
- Year 1 of 3: 3
- Year 2 of 3: 3
- Year 3 of 3: 4

B. Short-Term Training: 2
- Year 2 of 2: 1
- Year 3 of 3: 1

C. Fellowship Programs: 5

Geographically, the 16 CIPs are distributed among North Texas (N=3), East Texas (N=11), Central Texas (N=2), and West Texas (N=0).

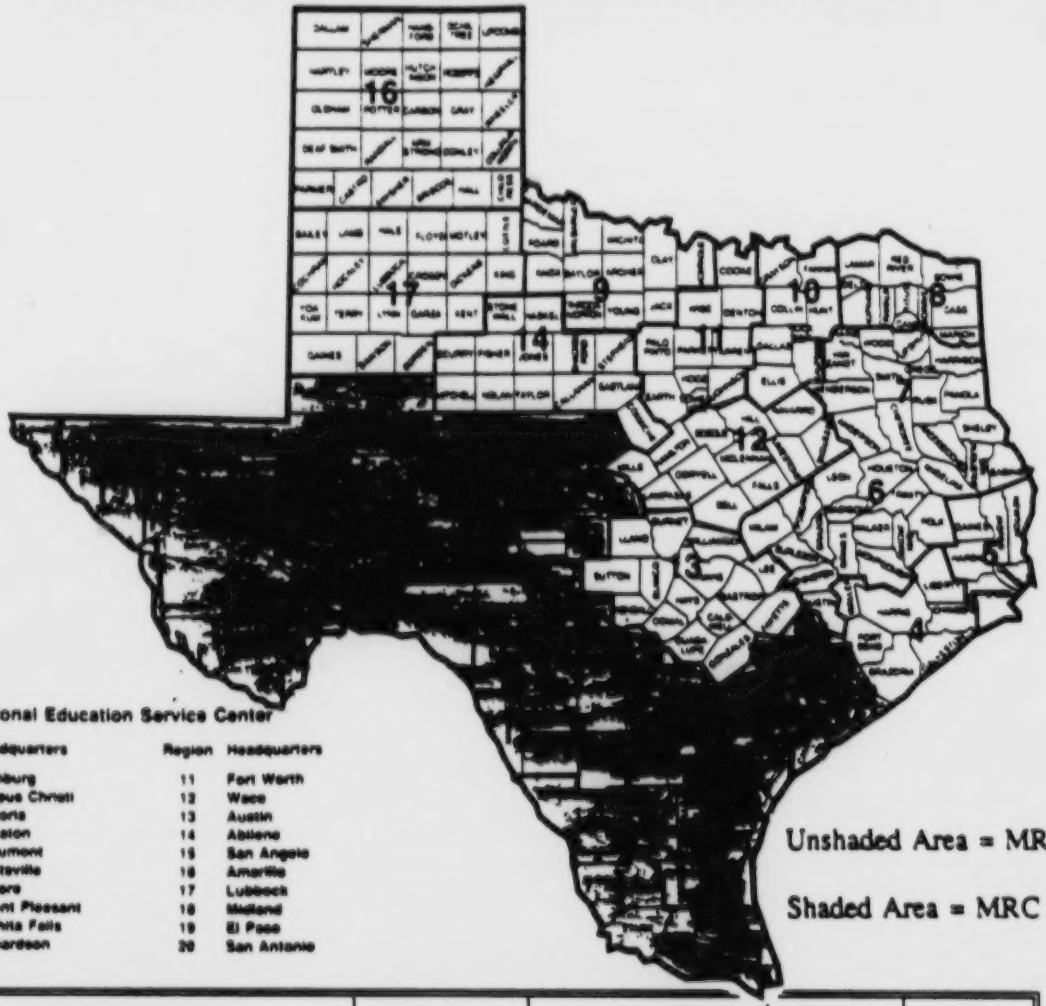
The Classroom Instructional Projects serve mainly Hispanic students, although Asian students are served in some of the East, Central, and North Texas projects. Hispanic students comprise about 93% of the Limited English Proficient (LEP) students in Texas public schools.

In consideration of the geographical distances and regional ethnic diversity within Texas, the state is organized into 20 education service regions specified by the State Board of Education of Texas. Each region is served by an Education Service Center (ESC) which provides a variety of instructional services to regional school districts while maintaining coordination with the Texas Education Agency located in Austin. For certain purposes, the 20 ESCs are grouped into Super Regions: South, East, North, Central, and West. Exhibit 2 shows the MRC Region 8 service area (unshaded) which incorporates 13 of the 20 ESCs in the state. The MRC 8 Region includes all but ESCs 1, 2, 3, 15, 18, 19 and 20, which comprise the MRC 9 Region. In addition, the number of first-year and continuation Title VII CIPs located in each of the Super Regions within MRC 8 is indicated.

As indicated in Exhibit 2, about two-thirds (69%) of the CIPs are located in the East Super Region, 12% in the Central Super Region, and 19% in the North Super Region. No CIPs are in the West Super Region that includes only ESCs 16 and 17 in the panhandle area (Amarillo and Lubbock) of Texas.

Exhibit 2

Super Regions Encompassing the Education Service Centers in Texas



Regional Education Service Center

Region	Headquarters	Region	Headquarters
1	Edinburg	11	Fort Worth
2	Corpus Christi	12	Waco
3	Victoria	13	Austin
4	Houston	14	Abilene
5	Beaumont	15	San Angelo
6	Huntsville	16	Amarillo
7	Kilgore	17	Lubbock
8	Mount Pleasant	18	Midland
9	Wichita Falls	19	El Paso
10	Richardson	20	San Antonio

Unshaded Area = MRC 8 Regio

Shaded Area = MRC 9 Region

Super Regions (within MRC 8)		First Year CIPs	Continuation CIPs	Total CIPs	% CIPs
East:	4, 5, 6, 7	5	6	11	69
North:	8, 9, 10, 11	1	2	3	19
Central:	12, 13, 14	0	2	2	12
West:	16, 17	0	0	0	0
Totals		6	10	16	100

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Non-Federally Funded Projects

Texas legislation requires school districts with 20 or more Limited English Proficient (LEP) students from one home-language minority group at a given grade level to offer a bilingual education program at the elementary level (grades K through 5 or 6) and English as a Second Language Program (ESL) at the secondary level. Although districts that have fewer than 20 LEP students at any one grade level may choose to provide bilingual programs at either (or both) the elementary and secondary levels, these districts must, at a minimum, offer ESL programs. If unable to comply with these requirements, districts may request a program exemption from the Texas Education Agency.

Texas has approximately 1,100 school districts (1,065 independent and consolidated school districts plus 29 special districts, i.e., military and state schools). Total enrollment in the 1993-94 school year was 3,608,262 in Pre-Kindergarten through Grade 12. This total represents an increase of 66,464 students, a gain of about 1.9% over the previous year (1992-93). The non-Anglo enrollment was 52.3% of the total enrollment, up from 51.6% in 1992-93.

According to the Texas Education Agency's *Bilingual Education Fall Survey, 1993-94*, issued in January 1994, the current number of identified LEP students in the state is 421,742, an increase of 22,965 students, or 5.8%, relative to 1992-93. The current LEP student enrollment constitutes 11.7% of the public school population. This percentage, which had been about 9% during the five year period 1986-92, jumped to 11.3% in 1992-93 and now stands at 11.7% in 1993-94.

Currently, 183 districts operate state-supported bilingual education programs (TEA Report, *Bilingual Programs in Texas*, March 1994). Also, 585 districts provide ESL programs. Approximately 300 of the 1,065 regular Texas school districts offer neither

bilingual nor ESL programs, either because they do not have LEP students or because they serve small numbers of LEP students in regular or special programs (e.g. State Compensatory Education or Chapter 1). LEP students have been identified in 768 districts, about 72% of all Texas districts.

Demographic and Linguistic Characteristics of LEP Students

Since the 1990-91 school year, the Non-Anglo student enrollment in Texas public schools has accounted for more than half of the total public school enrollment. During 1993-94, this percentage was 52.3%. Overall, Anglo students accounted for 47.7%, Hispanics 35.6%, African-American 14.3%, Asian/Americans 2.2%, and Native Americans .2%. The group percentages were the same as last year, except that Anglos decreased .7% and Hispanics increased .7%.

Even though Anglo enrollment has increased numerically (51,391 students) since 1990, it has been decreasing as a percentage of total enrollment since 1986 (from 51.8% to 47.7%). Meanwhile, Hispanic and Asian enrollments have been increasing both numerically and percentage-wise. Asian enrollment has increased 35%, or 20,770 students, since 1987-88 and now totals 80,398. Hispanic enrollment has increased by 262,723 students since 1987-88 and now numbers 1.282 million, an increase of 26% since 1987-88. Data for the last seven years are shown in Exhibit 3.

According to state-level projections, total enrollment will continue to increase about 2% yearly. Non-Anglo enrollment will continue to increase, both numerically and as a percentage of the total public school enrollment, and will result in annual increases of 5-6% in the number of LEP students in the state, especially in the interior areas and the large cities. The annual numerical increase in the number of LEP students is projected to be between 22,000 and 25,000.

Exhibit 3

Annual Texas Student Enrollment and Ethnicity, 1987-94

Ethnicity	1987-1988 Enrollment	1988-1989 Enrollment	1989-1990 Enrollment	1990-1991 Enrollment	1991-1992 Enrollment	1992-1993 Enrollment	1993-94 Enrollment
Anglo	1,675,361 (51.8%)	1,671,905 (50.9%)	1,670,215 (50.2%)	1,676,008 (49.5%)	1,695,351 (49%)	1,712,606 (48.4%)	1,721,785 (47.7%)
Hispanic	1,019,808 (31.5%)	1,061,183 (32.3%)	1,100,589 (33.1%)	1,145,765 (33.9%)	1,190,898 (34.4%)	1,237,605 (34.9%)	1,282,531 (35.6%)
African American	476,847 (14.7%)	483,363 (14.8%)	488,034 (14.7%)	487,076 (14.4%)	495,383 (14.3%)	506,386 (14.3%)	515,395 (14.3%)
Asian	59,628 (1.8%)	61,755 (1.8%)	63,821 (1.8%)	67,743 (2.0%)	71,890 (2.1%)	76,831 (2.2%)	80,398 (2.2%)
Native American	5,223 (0.2%)	5,493 (0.2%)	5,722 (0.2%)	6,295 (0.2%)	6,856 (0.2%)	8,341 (0.2%)	8,153 (.2%)
Total	**3,236,867 (100.0%)**	**3,283,699 (100.0%)**	**3,328,381 (100.0%)**	**3,382,887 (100.0%)**	**3,460,378 (100.0%)**	**3,541,769 (100.0%)**	**3,608,262 (100.0%)**
LEP Students % of Total*	275,362 8.5%	296,656 9.0%	308,410 (9.3%)	320,944 (9.3%)	361,127 (10.4%)	398,777 (11.3%)	421,742 (11.7%)

* Base enrollment of LEP students is 268,264 in 1986-87, or 8.4% of total enrollment of 3,209,515.

During the seven-year period 1987-94 (base of 268,264 in 1986-87), LEP enrollment increased by 153,478 students or 57.2%. The average (mean) *annual* increase in the number of LEP students during this period was about 21,925 students, or about 8.2% annually. The dramatic increases of 15% in 1991-92 and 10% in 1992-93 were due to immigration and improved identification and accounting of LEPs by districts. In 1993-94, the percentage increase in the number of LEPs, relative to 1992-93, was 5.8% or 22,965 students.

Of the 421,742 identified LEP students in 1993-94, 316,054 (75%) were in grades PreK through 5, and 105,688 (25%) were in grades 7-12.

While LEP students constitute 11.3% of the total school population, Hispanic students comprise 93.2% of all identified LEP students. Asian students, primarily Vietnamese, account for 3.3%, and other groups for 3.5%. Approximately 30% of all Hispanic students are classified as LEP students, while about 17% of Asian students are so classified.

Service Area 8, served by the SEDL/MRC, includes 800 or 75% of the 1,065 school districts in Texas with a population of 2,590,607, or 71.8% of the total state public school enrollment. This Service Area includes 208,599 LEP students, or 49.5% of the 421,742 LEP students in the state. The Service Area 8 LEP count increased by 14,588 since last year, and accounted for 64% of the state increase of 23,000 LEPs in 1993-94. The LEP population within the Service Area includes 43% of the state's Hispanic LEP students, 95% of all Asian LEP students, and 78% of all other categories of LEP students in the state.

Service Area 8 includes 545 (71%) of the 768 school districts in Texas reporting LEP students. LEP students are served by bilingual programs in 96 districts and by ESL programs in 449 of the 585 districts. In terms of program services, the MRC serves districts with 53% of the bilingual programs (96 of 183 districts) and 77% of ESL programs (449 of 585 districts) in the state. So, while Service Area 8 includes 49.5% of all LEP students in Texas,

the SEDL/MRC serves 71% of the districts in the state with LEP students, 53% of the districts with bilingual programs, and 77% of districts with ESL programs.

LEP students within Service Area 8 are served in a variety of programs, including bilingual, ESL, special education, and other programs. Approximately 41% are served in bilingual programs, 48% in ESL programs, 6% in special education, and 5% in regular classrooms or special arrangements, primarily due to the shortage of bilingual and ESL teachers and parent denials. Data are not available on whether special education is provided in bilingual/ESL programs, but is is estimated that slightly over half of the special education programs do not provide bilingual/ESL programming. Overall, at least 89% of the LEP students in Service Area 8 are participating in direct bilingual/ESL instruction, and some of the other 11% being served in other programs may be receiving some bilingual/ESL services.

A summary of Service Area 8 demographics, compared with state data, is presented in Exhibit 4.

Exhibit 4

Demographic and Linguistic
Characteristics of MRC Service Area 8

	State	MRC 8 Region
Total Enrollment	3,608,262	2,590,607 (72%)
Total Districts	1,065	800 (75%)
Total ESC Region	20	13 (65%)
Total Districts with LEPs	768	545 (71%)
Districts with Bilingual Programs	183	96 (53%)
Districts with ESL Programs	585	449 (77%)
Total Number LEP Students	421,742	208,599 (49.5%)
Percent Hispanic LEPs	93.2	88.0
Percent Asian LEPs	3.3	6.4
Percent Other LEPs	3.5	5.6
Percent LEPs served in Bilingual Programs	49	41
Percent LEPs served in ESL Programs	37	48
Percent LEPs served in Special Education	8	6
Percent LEPs served in Other Programs	6	5
Number IHEs offering Bilingual/ESL Programs	41	29 (71%)
Number of CIPs (1992)	45	14 (31%)
Number of Non-CIPs (1992)	7	1 (14%)
Number of Training Grants (1992)	26	16 (62%)
Number of CIPs (1994)	-	16
Number of Non-CIPs (1994)	-	1
Number of Training Grants (1994)	-	17

In planning the delivery of services to programs serving LEP students, the SEDL/MRC considers the facts that its region: (a) has a large number of small, semi-urban, and rural school districts, (b) has LEP students in 545 of its 800 school districts, (c) includes seven of the 10 largest cities in Texas, and (d) has 95% of Asian LEPs, 43% of Hispanic LEPs, 78% of other LEPs, and 49.5% of all LEPs in Texas. The diversity of language groups in Texas and especially in Service Area 8 can be seen in Exhibit 5.

Although only 1991 data are available from the Texas Education Agency, Exhibit 5

shows the regional breakdown of the 768 districts serving LEP students, including the 545 districts served by the SEDL/MRC. The increase in the number of LEPs has been 62,044 or 42.3% between 1991 and 1994. These data point to the magnitude of the service delivery task confronting the SEDL/MRC, both in terms of serving the large number of LEP students of different language groups in more than two-thirds of Texas school districts, but also of addressing the needs of both the larger districts with many LEP students and the many smaller districts with relatively fewer LEP students at each grade level within the 13 ESC regions.

Exhibit 5

LEP Students by Language Group in ESC Regions (1991 Data)

ESC	Districts (Total)	Districts (W/LEPS)	Cambodian	Chinese	Korean	Laotian	Other	Spanish	Vietnamese	Total
1	39	36	-	8	8	2	571	91,759	5	92,353
2	43	37	1	5	5	11	155	8,174	71	8,422
3	41	32	-	24	-	-	65	1,380	129	1,598
20	50	45	6	37	62	22	1,195	25,973	115	30,410
*4	56	47	246	718	246	106	3,098	62,205	2,895	69,514
*5	29	13	3	6	-	2	145	450	469	1,075
*6	59	39	3	53	36	-	88	2,127	21	2,328
*7	98	64	-	8	-	-	30	2,852	8	2,898
*8	49	22	5	4	2	-	19	560	5	595
*9	40	18	-	2	2	1	44	310	52	411
*10	79	52	361	447	430	394	3,762	29,662	1,141	36,197
*11	79	63	90	132	79	275	703	10,626	905	12,810
*12	80	48	-	7	93	1	96	1,750	30	1,977
*13	59	49	27	130	99	6	291	8,943	244	9,740
*14	43	28	10	2	1	1	19	1,100	4	1,137
15	45	30	2	5	-	6	23	2,685	7	2,728
*16	68	44	-	3	1	172	390	2,844	117	3,527
*17	61	58	-	20	13	-	139	4,164	10	4,346
18	34	30	2	5	-	-	226	7,301	14	7,548
19	13	12	-	-	-	-	254	31,070	6	31,330
Total	1,065	768	756	1,616	1,077	999	11,313	298,935	6,248	320,944
%	-	-	0.2	0.5	0.3	0.3	3.5	93.2	2.0	100%

*Included in Service Area 8 (Total LEPs = 146,555 or 45.7% of 1991 state total.)

Geographically, Hispanics are concentrated in South, Central, and West Texas. However, the influx of immigrants and refugees from Mexico and Central and South America has increased the Hispanic population throughout the state. During the past several years, Hispanic settlements have developed in North and Northeast Texas, two regions where bilingual education is relatively new. Also, concentrations have increased in the metropolitan and near-metropolitan areas. Asians are primarily clustered in the Gulf Coast regions of East and South Texas, with smaller settlements in the other regions of the state. American Indians are concentrated in the Dallas area. In areas such as Houston and Dallas, the large number of LEP students of different language minority groups prompts the use of ESL programs.

Organization of the SEDL/MRC

The Southwest Educational Development Laboratory (SEDL) is located in Austin, Texas, with offices in the Southwest Tower Building in the city's downtown commercial area. Housed on the fourth floor of the Southwest Tower Building, the SEDL/MRC is convenient to the State Capitol Complex, the Texas Education Agency (TEA), and The University of Texas at Austin. Close proximity to such agencies facilitates and encourages coordination between the SEDL/MRC staff and TEA personnel and facilitates the use of the professional resources, both people and materials, at The University of Texas.

The staff of the SEDL/MRC includes Dr. Betty Mace-Matluck, Director; Maggie Rivas and Criselda Garza, Senior Training/Technical Assistance Associates; Linda Casas and Suzanne Ashby, Training and Technical Assistance Associates; Paul Liberty, Senior Evaluation Associate; and Judy Waisath, Administrative Assistant. The professional staff members comprise 4.1 FTE and the secretarial staff one FTE. A cadre of 11 staff associates and 36 consultants assist the core staff in providing training to school personnel and parents. Staff associates and consultants are located in universities (N=27), school districts (N=8), and

other consultant agencies (N=12). The 47 staff associates and consultants, identified in Exhibit 6, are selected for their demonstrated expertise in providing training in bilingual education/ESL and for their leadership positions in educational communities within various regions of the state. The use of associates and consultants not only extends the service capabilities of the MRC in a cost-effective manner, but also builds a network of regional expertise in special language assistance programs that will continue into the future. Thus, the organization of the SEDL/MRC achieves both state-level coordination and a regional focus on services, while at the same time, promoting the capacity-building intent of the Title VII legislation.

SEDL/MRC core staff members, staff associates, and consultants utilize professional materials from five main sources in accomplishing the work of the MRC: the SEDL/MRC Resource Center, the SEDL educational library, the resource libraries at The University of Texas at Austin and the Texas Education Agency, the professional resources available to staff associates and consultants at their home institutions and agencies, and a variety of district-developed materials.

Exhibit 6

Staff Associates/Consultants Addresses and Phone Numbers

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The SEDL/MRC Resource Center currently contains more than 6,837 catalogued items. Of these, about 5,240 are in the form of books and other educational materials. In addition, the collection of resource articles contains 1,597 items that are classified by topic area. The article collection includes journal articles, directories, mini-bibliographies, monographs, and other similar materials. These items primarily deal with bilingual education, teaching English as a Second Language, and topical titles in related educational areas.

While the Resource Center incorporates materials for planning and organizing the delivery of training and technical assistance, it also includes materials that address the SEDL/MRC's information-gathering and sharing responsibility within the MRC network. The SEDL/MRC's assigned area of specialization is English Literacy for LEP Students. While the Resource Center is not organized as a "lending resource," staff associates, consultants, and interested school personnel use the center for gathering information for their educational presentations and projects and for their own professional growth. Through August, 1994, approximately 40 educators, primarily from school districts, have used the center.

The SEDL educational library contains a variety of general seminal references and special resource materials that reflect SEDL's 27-year history in educational research, development, and demonstration projects. Relevant to the work of the MRC, this library contains materials pertaining to the improvement of parent-school relations, school-community linkages, administrator/leadership training, school-business-community partnerships, and rural school educational programs. All are readily available for use by the MRC staff. Furthermore, contacts are maintained with individual SEDL staff members who are familiar with materials and recent developments in various fields.

Other bilingual resource materials are available from The University of Texas at Austin and from TEA through sharing, coordination, and cooperative agreements. Since the

first year of the SEDL/MRC, TEA has provided to the MRC specimen sets, or review copies, of the educational materials submitted to TEA by publishers for consideration for state adoption. Recent materials include several complete sets of bilingual/early childhood materials and a collection of oral language and achievement tests used in bilingual programs in Texas.

The SEDL/MRC also draws upon the training and professional resources of the regionally-based staff associates and consultants. Both professional development and student instructional materials exist in the university, school, and individual libraries of these colleagues. Finally, project-developed materials, produced by CIPs, Non-CIPs, IHEs, and other federally-funded and non-federally funded projects are solicited by the MRC, either directly or through the extensive coordination effort, for inclusion in the MRC Resource Center and for use in providing services to clients.

The SEDL/MRC is located in a 1786 square foot area on the fourth floor of the 13-story Southwest Tower office complex. While most of the SEDL staff is fairly equally distributed between the second floor and fourth floor, the MRC shares the fourth floor with SEDL's Rehabilitation and Special Education Center, the Center for the Improvement of Teaching in Mathematics and Science, the Office of Institutional Assessment and Evaluation, the Office of Fiscal and Technical Services, and the Duplication Room. The MRC facility consists of eight areas, including six staff offices, the reception/secretarial/work station area, and the Resource Center with its meeting and materials review area. The reception/secretarial/work station area contains an IBM-compatible computer, a Macintosh LC computer, a Macintosh Quadra 650 computer, and other office equipment used to prepare correspondence, educational materials, newsletters, and various visual aids. Occasionally, part-time help is provided desk space in the Resource Center and in the

reception/secretarial/work station area.

The SEDL/MRC's operation is greatly enhanced through the use of state-of-the-art office automation technologies, including new telecommunications, personal computers, and copying and graphics equipment. The SEDL/MRC staff has use of seven PC-386 computers. All are equipped with hard disks with either 90Meg or greater storage capacities. Two of the PC-386 machines have high resolution color monitors. Each computer has been upgraded with an Ethernet interface card that permits printer sharing and can also access two laser printers (Apple Laserwriter) located within the MRC.

In addition to the individually-assigned equipment, the SEDL/MRC houses a Macintosh LC computer with a 40Meg hard drive connected to an Apple Laser Writer Plus printer. The SEDL/MRC staff also utilizes a SEDL resource center that provides electronic desktop publishing capabilities with one Macintosh LC computer connected to the Ethernet Network which permits sharing with other APPLE Laser Writers. A Merlin digital lettering system connected to an IBM PC-XT allows professional and support staff to create labels and headlines in many type styles and sizes. One portable IBM-compatible computer and two Macintosh Powerbooks may be checked out of the SEDL resource center so that the MRC staff can carry their technological capabilities with them to the field. For audio teleconferencing, a Quorum microphone system is available which allows large groups to interact via telephone lines with participants around the state and nation. FAX equipment, located in SEDL, is also available to the SEDL/MRC staff. E-Mail and Internet access was made available to each SEDL/MRC staff member in 1994.

Each SEDL/MRC staff member has been trained to use state-of-the art software for word processing and database management (WordPerfect, PageMaker, Lotus 123, and Q&A are institutional standards). The MRC staff can plan and create documents, databases, and

reports and send these electronically to support staff work stations, other professional staff members, and a variety of printers. They can also access other external electronic networks, such as the Electronic Bulletin Board of the National Clearinghouse for Bilingual Education. Thus, through the expertise and commitment of the SEDL/MRC staff, the bilingual education community benefits from a Regional Educational Laboratory complex that has been specifically designed and equipped as a facility for accomplishing educational research, development, training, and the delivery of educational services.

Service delivery to school personnel, parents, and educational professionals associated with bilingual/ESL programs is accomplished through seven service delivery/training modes: workshops, technical assistance, joint training sessions, consultations, brochures, newsletters, and conference presentations. The first four involve the provision of direct, or specific, services to clients, while the latter three deal with indirect, or general, services.

Workshops are provided on-site to requesting districts. Workshops range from one-half day to three days in length and are usually provided to larger groups of teachers, aides, parents, and supervisors/administrators. Technical assistance is also provided on-site to requesting districts but generally involves a smaller number of persons (1-4), usually administrators and supervisors who are concerned with program improvement and staff development planning sessions.

Joint sessions are of two types. The first type involves joint presentations by MRC staff in concert with either Education Service Center (ESC) district, or Texas Education Agency (TEA) personnel in training sessions. MRC-ESC collaboration helps ensure relevance and applicability of training to meet regional needs. Joint sessions conducted in collaboration with the staff of the Texas Education Agency (TEA) combine state guideline information with the content expertise of the MRC staff. The second type of joint presentation involves MRC

participation with other Title VII and non-Title VII agencies, such as the Evaluation Assistance Center-East and IHEs, in various information-sharing and training activities.

In collaboration with the University of Houston, the SEDL/MRC organized and delivered an academic credit ESL literacy course for 13 teachers to prepare them with endorsement in bilingual/ESL education. Thirteen (13) teachers from Spring Branch ISD, which has three Title VII grants, participated in the special five-month course. Over the past three years, SEDL/MRC staff has taught nine courses, required for ESL or bilingual endorsement by teachers, for 132 teachers with the oversight assistance of three academic institutions. The involvement of the MRC affords teachers the oportunity to take endorsement courses for university credit at convenient times and locations.

Consultations involve planning with and providing technical assistance to individuals or groups by phone, mail, or in-person at the MRC. Although usually accomplished by phone or mail, sometimes school personnel make visits to Austin to meet with MRC staff members; often MRC visits are combined with visits to the Texas Education Agency. Also, individuals from LEAs and university programs, both Title VII and non-Title VII, visit the MRC to gather information about programs or materials.

While the service modes described above provide direct and specific service delivery, other modes offer generalized information to the field. These delivery modes include informational sheets, conference outreach presentations, and special initiatives. The MRC information sheet provides an overview of the work of the MRC. Additionally, the MRC staff attends and participates in appropriate professional conferences. At these conferences, the MRC staff provides information on the structure and operation of the MRC and makes presentations on high-interest, high-priority topics, such as ESL methods and techniques, teaching ESL in the content areas, thinking skills, cooperative learning, and whole language

techniques.

In a special initiative, the SEDL/MRC works with the Superintendents' Leadership Council, consisting of nine superintendents, Dr. Elisa Gutierrez, Texas Education Agency, and two MRC staff members. Established in 1990-91 by the MRC, the Council has an "open agenda" to address the educational issues of LEP students in the Texas. During 1993-94, Council activities concentrated upon the planning and conduct of the Second Annual Focus Seminar: Attracting, Preparing, and Retaining School Personnel Who Work with Students of Diverse Linguistic and Cultural Backgrounds.

The two-day Focus Seminar, held in New Braunfels ISD on July 8-9, 1994, addressed 37 participants, who comprised seven regional teams. The teams included college deans, professors, superintendents, LEA administrators, bilingual/ESL teachers, personnel directors, TEA personnel, and MRC staff. In all, 12 persons from nine IHEs and 22 persons from 11 districts were represented in the teams. Three members of the Superintendents' Leadership Council played key roles in the Seminar, which was facilitated by Dr. Don Crist from Effectiveness Associates of Colorado Springs, Colorado.

The Seminar engaged participants, who represented different agencies/organizations and perspectives, in discussions to develop strategies, plans, and commitments to collaborate. Five critical issues were identified by participants as topics for future focus:

- Recruitment, Retention, and Incentives--lack of an organized program.
- Mission--lack of a clearly articulated mission in regard to meeting needs of the LEP population.
- Policy--lack of a clearly articulated state and national policy.
- Teacher Preparation--Lack of effective models for preparing teachers and for delivering services to LEP and cultural diverse populations.
- Certification--Lack of defined relationships between certification requirements,

tests, and competencies.

The Focus Seminar resulted in the strengthening of inter-agency communication and the development of regional action plans to address the five critical issues.

In a related initiative designed to improve instructional programs for LEP students, the SEDL/MRC conducted its Third Annual Summer Institute for Principals that prepares administrators for leadership roles in implementing bilingual programs in their districts. The third annual Summer Institute, held July 27-29, 1994, provided comprehensive training for 52 administrators from 20 school districts. General Management Training (GMT) credit, approved by the Texas Education Agency, was available for participants. Thirty-six participants elected to receive GMT credit for participation and earned a total of 387 training-hour credits.

The Summer Institute was especially noteworthy for the coordination efforts achieved with federal and state agency representatives. Dr. Alicia Coro, School Improvement Program, U.S. Department of Education, Dr. David Ramirez, Center for Language Minority Education and Research, and Ms. Rosa Molina, Principal, San Jose Unified School District, were among out-of-state participants who made important contributions to the Institute. Texas presenters included representatives of the Texas Middle School Association, the Texas Elementary Principals and Supervisors Association, the Texas Association of Secondary School Principals, the Texas Education Agency, the University of Texas at El Paso, and the Southwest Educational Development Laboratory Superintendents' Leadership Council.

With the 52 participants of the Third Annual Summer Institute for Principals, the total number of administrators trained during the three-year period now totals 150.

Outcomes of MRC Activities

Number and Type of Services Provided

Upon receipt of a request for training or technical assistance, the SEDL/MRC checks to see if the requesting LEA has a completed LEA Needs-Sensing Survey on file. (A copy of the LEA Needs-Sensing Survey is contained in Appendix A). If not, the LEA is asked to complete a Survey, which serves as a baseline planning resource document for the MRC. Updating of needs information and specific planning are accomplished either over the phone, by letter, in the MRC, or, when appropriate, in an on-site session with the requesting LEA. Initial planning occurs between either the MRC Director or the MRC staff member assigned to coordinate the delivery of services. A SEDL/MRC Service Request and Modification Form is completed. (A copy is included as Appendix B.) Once it has been determined that the MRC will deliver the requested services, (a) a Service Agreement is entered into between the MRC and the LEA (see Appendix C for a copy of the Service Agreement), (b) staff is assigned to deliver the requested service, (c) the service request is entered into the MRC master schedule, (d) funds are allocated to cover the cost of the delivery of the service, and (e) further planning is undertaken between the assigned staff and the LEA-designated contact person. Such detailed planning with the requesting school districts ensures relevancy and appropriateness of the service delivered.

Further planning occurs in the first minutes or hour of the workshop or technical assistance session. As the session opens, each person in attendance at the session is asked to complete a Participant Form (see Exhibit 7) which solicits, on the top half of the form, information about the participant (e.g., name, title, school district, position), the program to which the participant is currently assigned (e.g., program type, funding source), and number of students served by each participant and the home language classification of the students

served. The lower half of the Participants Form is used to obtain information from each participant about her/his expectations for the session (e.g., questions she/he would like to have answered and/or issues she/he would like to have discussed). Information from this portion of the Participant Form is conveyed to the presenter in group discussion; it is summarized and aggregated in list form and addressed by the presenter as the session proceeds. By way of followup, the presenter answers requests for information and materials and discusses suggestions with the sponsor.

Following the presentation of each of the workshops, an Evaluation Form is completed by each participant. A copy of the Evaluation Form is included as Exhibit 8.

Exhibit 7

SEDL/MRC Training/Technical Assistance Participant Form

SEDL/MRC
TRAINING/TECHNICAL ASSISTANCE
PARTICIPANT FORM

Please complete this form to help the SEDL/MRC plan and provide high quality services to the bilingual education community. Thank you!

WORKSHOP TITLE_____DATE_____

LOCATION_____PRESENTER_____

NAME_____SCHOOL DISTRICT_____

TITLE_____GRADE(S)/SCHOOL:_____

PROGRAM TYPE: (circle one) Bilingual ESL Regular

Other:_____

NUMBER OF STUDENTS YOU SERVE AND THEIR LANGUAGE CLASSIFICATION:

Number of Students	Language(s)
_____	_____
_____	_____
_____	_____

(Please use other side for additional comments)

Exhibit 8

SEDL/MRC
TRAINING/TECHNICAL ASSISTANCE
EVALUATION FORM

Workshop Title_____ Date_____

District_____ Presenter(s)_____

Job Title_____ Grade(s) Served_____

Program Type: (circle one) Bilingual ESL Regular Other_____

1. What did you find **most useful** in the session? _____

_____

_____

2. What did you find **least useful** in the session?_____

_____

_____

3. Overall, the content presented was: (please complete)_____

_____

	LOW				HIGH
4. How do you rate the organization of the session?	0	1	2	3	4
5. How do you rate the usefulness of the information?	0	1	2	3	4
6. How do you rate the quality of the handouts?	0	1	2	3	4
7. How do you rate the effectiveness of the presenter?	0	1	2	3	4
8. How do you rate the overall **quality** of the workshop?	0	1	2	3	4
9. Overall, how appropriate was the workshop for you?	0	1	2	3	4

Please comment on your response to Item 9:_____

_____

10. The session could be improved by (please complete)

11. What additional training needs do you have?

Data from workshop participants are compiled and analyzed within the SEDL/MRC for internal evaluation of delivered services and for reporting to the MRC funding source. Evaluation results are compiled by the Evaluation Associate and Director. Results are shared with presenters for the purpose of making training modifications. Informal evaluation only is conducted in connection with small group technical assistance and consultation sessions that focus on program management and planning issues, such as program improvement and future MRC training assistance.

In analyzing workshop evaluation data, the workshop title, date, presenter(s), and the number and type of participants are recorded, and the mean ratings on the six objective items of the Evaluation Form are computed. Item 4 asks about the organization of the session, item 5 asks about the "usefulness," of the information. Item 6 seeks information on the "quality of the handouts," Item 7 concerns the "effectiveness of the presenter," and Item 8 solicits an overall assessment of the "quality of the workshop." Finally, Item 9 solicits information on the "appropriateness of the workshop." In addition to the computation of item mean ratings, an Overall mean score is computed from the average of the six items. Each of the items is rated on a Likert-type scale ranging from 0 = Low to 4 = High. An overall mean score of 3.5 and a quality rating of 3.5 serve as the criterion standards of workshop effectiveness.

In addition to analyzing the workshop data to produce total group mean scores, subgroup mean scores are calculated to examine the impact of the workshop on various types of participants (e.g., teachers, aides, and parents) and participants supplying high (4), medium (3), and low (0-2) Appropriateness ratings. Individual comments on the ratings forms are examined for elucidation of the results and for suggestions for improving the appropriateness

and overall quality of the workshop. In addition, suggestions for future training sessions are noted and shared with the LEA contact person.

As part of the "Service Agreement" entered into with each district in conjunction with the delivery of training, the SEDL/MRC requests a "follow-up evaluation." The "follow-up evaluation" solicits information from the superintendent and the workshop coordinator on the quality of MRC services during the year and the perceived impact of MRC services within the LEA. A copy of the Follow-up Evaluation Questionnaire is presented as Exhibit 9.

Exhibit 9

SEDL/MRC Follow-up Evaluation Questionnaire
(1993-94)

District: _____ Date: _____

Respondent Name: _____ Title: _____

1. Overall, how do you rate the training/technical assistance services received by your school district from the SEDL/MRC during the past ten months? Please rate the characteristics of services received by circling your responses below:

	LOW				HIGH
a. Quality (content)	1	2	3	4	5
b. Quality (delivery)	1	2	3	4	5
c. Quality (handouts)	1	2	3	4	5
d. Appropriateness	1	2	3	4	5

2. Overall, how satisfied are you with the services received? Please circle your response below.

Not at all Satisfied		Moderately Satisfied		Very Satisfied
1	2	3	4	5

3. What impact, if any, have these sessions had on your program (e.g. teacher motivation/enthusiasm; program improvement; improvement of instructional practices; implementation of curriculum)? Please comment. Use reverse side, if needed.

4. Suggestions for Improvement/Additional Comments:

5. General types of services from the SEDL/MRC desired for the future:

6. Please list some high priority topics you would like the SEDL/MRC to include in the Fall 1994 Regional Workshop:

During the period October 1993, through August 31, 1994, the SEDL/MRC conducted 121 workshops and 52 technical assistance sessions. Exhibit 10 lists the 180 T/TA sessions for all 12 months.

Exhibit 10

Training/Technical Assistance Sessions by Month for 1993-1994

Month	Workshop	Technical Assistance	Total Sessions
October	14 (11%)	6 (12%)	20 (11%)
November	2 (2%)	8 (16%)	10 (6%)
December	3 (2%)	3 (6%)	6 (3%)
January	20 (16%)	5 (10%)	25 (14%)
February	28 (22%)	6 (12%)	34 (19%)
March	11 (9%)	11 (22%)	22 (12%)
April	13 (10%)	3 (6%)	16 (9%)
May	5 (4%)	5 (10%)	10 (6%)
June	6 (5%)	3 (6%)	9 (5%)
July	6 (5%)	0	6 (4%)
August	13 (9%)	2	15 (7%)
September-scheduled	7 (5%)	0	7 (4%)
Totals	**128 (100%)**	**52 (100%)**	**180 (100%)**

Of the 128 completed and scheduled workshops, 78 (61%) were provided during the period October through March. Also, 39 TA sessions were conducted during this period (75%). January and February are the heaviest workshop months with a combined 48 workshops. March and November have the most TA sessions, 19 total.

In all, the SEDL/MRC served 68 requestors, including 52 LEAs, seven ESCs, seven IHEs, and two agencies. Taking into account districts served in multi-district workshops, the SEDL/MRC served 112 entities, including 96 districts during 1993-94.

The SEDL/MRC also provided 1,460 consultations during the October-August period. Consultations were conducted by telephone or mail, and some took place onsite or in the MRC.

The total number of participants during the period 10/1/93-8/31/94 in technical assistance and training sessions was 4,875, including 4,670 in 121 workshops and 205 in the 52 technical assistance sessions. In addition, two outreach workshops addressed 45 persons in a pre-conference training seminar at TABE (Midland, Texas in October 1993) and 125 in the Researcher/Practitioner Dialogue in Houston ISD in March 1994.

Seven (7) training sessions are scheduled during September, 1994, bringing to 180 the number of T/TA sessions provided during 1993-94. Projected attendance in the seven sessions is 192. Overall, the total projected annual participation in the 180 training/technical assistance sessions for 1993-94 is 5,067. Including the 170 participants in outreach sessions, the total projected participation increases to 5,237.

Title VII Services

The MRC provided 35 workshops, 15 technical assistance sessions, and 303 consultations to Title VII CIP LEAs through August 31, 1994. An additional 576 consultations were provided to other Title VII agencies such as OBEMLA, TEA and IHEs with Title VII projects. The MRC provided on-site training/technical assistance (T/TA) to 14 (88%) of the 16 Title VII Classroom Instructional Projects (CIPs). Also, 14 (88%) of the CIPs received multi-district training, including participation in the regional workshop, and all received consultation assistance. Exhibit 11 shows that five (83%) of the six first-year projects and 90% of the 10 continuation projects received T/TA services. While all of the 16

projects received multi-district and/or consultation services, 12 (75%) of the Title VII LEAs received services through all three service modes.

Exhibit 11

Title VII LEAs Receiving On-Site Training, Multi-District Training or Consultation (October 1, 1993 through August 31, 1994)

LEAs	Received On-Site T/TA	Received Multi-District Training	Received Consultation
FIRST-YEAR PROJECTS (N=6)			
Aldine (TBE)		x	x
Arlington (SAI)	x	x	x
Bryan (TBE)	x	x	x
Houston (TBE)	x	x	x
Lufkin (TBE)	x	x	x
West Texas (TBE)	x	x	x
SECOND-YEAR PROJECTS (N=4)			
Lufkin (DBE)	x	x	x
Pasadena (TBE)	x		x
Spring Branch (TBE)	x	x	x
Spring Branch (TBE)	x	x	x
THIRD YEAR (N=3)			
Alief (SAI)	x		x
Galveston (TBE)		x	x
Spring Branch (TBE)	x	x	x
FOURTH YEAR (N=3)			
Austin (SAI)	x	x	x
Grand Prairie (SAI)	x	x	x
Waxahachie (TBE)	x	x	x

In summary, through August 31, 1994, Title VII LEAs received 35 workshops, 15 technical assistance sessions, and 250 consultations. Also, 576 consultations were provided to other Title VII projects and agencies such as training grants, Non-CIPs, TEA, OBEMLA, and MRCs. No additional workshops for Title VII LEAs are scheduled during September. By the end of the year, Title VII LEAs will have received 50 T/TA efforts, including 35 workshops and 15 technical assistance sessions.

Non-Title VII Services

Through August 31, 1994, the MRC provided 86 workshops, 37 technical assistance sessions, and 581 consultations to Non-Title VII districts and agencies, such as the Education Service Centers, TEA, IHEs, and other agencies which provide services to both Non-Title VII and Title VII programs. With the inclusion of seven workshops scheduled during September, the MRC will have provided 130 T/TA efforts, including 93 workshops and 37 technical assistance sessions, to Non-Title VII LEAs during 1993-94.

Through its service delivery plan, the MRC expects to reach numerous districts through centralized, multi-district training and networking efforts, especially in connection with the 13 Regional Education Service Centers in its service area. The section on "Training-Related Activities" presents information on the role of the Education Service Centers (ESCs), IHEs, EAC-East, and other MRCs working in concert with the SEDL/MRC, in serving as regional resources in providing bilingual/ESL services to school districts within Service Area 8.

Summary of Services

Of the 121 workshops and 52 technical assistance sessions (total=173) conducted during the first eleven months, 50 (29%) were provided to Title VII LEAs and 123 (71%) to Non-Title VII LEAs. Including the seven additional workshops scheduled during September, Title VII LEAs will have received 50 training/technical assistance sessions (28%) and Non-Title VII LEAs will have received 130 sessions (72%). Consultations to all districts, agencies, and universities during the 11-month period number 1,469, with the number increasing to 1,600 by the end of September. Exhibit 12 shows the Title VII and Non-Title VII breakdown and projections to 9/30/94.

Exhibit 12

Summary of SEDL/MRC T/TA Services and Consultations in 1993-94
(Through 8/31)

Services	Title VII	Non-Title VII	Total
Training Sessions	35 (29%)	86 (71%)	121
TA Sessions	15 (29%)	37 (71%)	52
Total T/TA Sessions	50 (29%)	123 (71%)	173
Consultations	879 (60%)	581 (40%)	1,460
Projected T/TA Sessions (9/30/94)	50 (28%)	130 (72%)	180
Projected Consultations (9/30/94)	960 (60%)	640 (40%)	1,600

The total number of participants in workshops and technical assistance sessions, based upon completed forms supplied by attendees, is 4,875, as of August 31, 1994. Based on their registration forms, participants came from 112 entities, including 96 school districts, seven education service centers, seven universities, and two professional organizations. Total projected attendance through September in T/TA sessions is 5,067 from about 120 entities. Outreach sessions will increase participation to 5,112.

Exhibit 13 shows the monthly listing of Title VII and Non-Title VII workshops and technical assistance efforts. For Title VII LEAs, the period January through May accounts for 32 T/TA sessions (64%). For Non-Title VII LEAs, October (17), January (18), and February (27) are the most active months, accounting for 48% of the Non-Title VII sessions. Overall, 117 (65%) of the 180 T/TA sessions were conducted during October-March and 63 (35%) during April-September.

Exhibit 13

Training/Technical Assistance Sessions Provided to Title VII and Non-Title VII LEAs During 1993-94

	Title VII			Non-Title VII		
Month	**Workshops**	**TA**	**Total**	**Workshops**	**TA**	**Total**
Oct.	2	1	3	12	5	17
Nov.	1	1	2	1	7	8
Dec.	3	1	4	0	2	2
Jan.	7	0	7	13	5	18
Feb.	6	1	7	22	5	27
Mar.	2	7	9	9	4	13
Apr.	4	1	5	9	2	11
May	3	2	5	2	3	5
Jun.	3	1	4	3	2	5
Jul.	2	0	2	4	0	4
Aug.	2	0	2	11	2	13
Sept.*	0	0	0	7	0	7
Totals	35	15	50	93	37	130
T/TA %			28			72

* scheduled

The SEDL/MRC workshop and TA sessions were provided to LEAs in each of the four

Super Regions within the MRC 8 Service Area. The regional distribution of these workshops by Super Region with participation or attendance is shown in Exhibit 14. The numbers of the 13 individual education service centers (ESC) contained in Service Area 8 are, for convenience, cited in parentheses. Only the ESC 8 area districts did not request T/TA services.

Exhibit 14

Training/Technical Assistance Sessions and Participation by Super Regions (as of August 31, 1994)*

Region	Workshops	TA Sessions	Total Service	Participants in T/TA
EAST (4-7)	45 (37%)	17 (33%)	62 (36%)	1,763 (36%)
NORTH (8-11)	33 (27%)	9 (17%)	42 (24%)	1,619 (33%)
CENTRAL(12-14)	26 (22%)	24 (46%)	50 (29%)	819 (17%)
WEST (16-17)	17 (14%)	2 (4%)	19 (11%)	674 (14%)
TOTALS	**121 (100%)**	**52 (100%)**	**173 (100%)**	**4,875 (100%)**

* During September, 7 additional workshops are scheduled in regions as follows: East 3, North 3, and West 1. These sessions would bring the Total Service Percentages to: East, 36%, North 25%, Central 28%, and West 11%.

Overall, the East Super Region received 36% of the T/TA sessions. The Central and North were next in terms of services received, accounting for 29% and 24% of the total service effort, respectively. The West received the fewest services, 11%. In terms of participants, the East had 36% of the participants and the North 33%, reflecting the intensive staff development efforts in the larger school districts.

Exhibit 15 compares the distribution of the MRC's service delivery to LEP population characteristics and districts serving LEP students in the four Super Regions. Viewed from several perspectives, these data show that the SEDL/MRC was reasonably successful in achieving regionally proportional service delivery (T/TA) and participation relative to the

percentages of CIPs, districts with LEPs, and percentage of LEPs in Service Area 8.

Exhibit 15

Characteristics of LEP Population Compared with Distribution of MRC Services in Super Regions (as of August 31, 1994)

Characteristics	East	North	Central	West	Total
LEP Students					
% of Service Area 8 Total:	51	35	9	5	100
Projects					
% of Districts with LEPs	30	28	23	19	100
% of CIPs:	69	19	12	0	100
MRC Services					
% of Total MRC Services	36	24	29	11	100
% of Participants in MRC Services	36	33	17	14	100

Some highlights of Exhibit 15 are:

- The East, with 51% of LEP students in MRC 8 and 69% of the CIPs, received 36% of MRC services and had 36% of total participants.
- The North, with 35% of LEP students in MRC 8 and 19% of the CIPs, received 24% of MRC services and had 33% of all participants.
- The Central, with 9% of LEP students in MRC 8 and 23% of the districts with LEPs, received 29% of MRC services and had 17% of participants.
- The West, with 5% of LEP students in MRC 8 and 19% of the districts with LEPs, received 11% of MRC services and had 14% of the participants in MRC training.

The classification of "number of participants" in SEDL/MRC workshops and technical assistance sessions is shown in Exhibit 16 for the eleven-month period ending August 31, 1994.

Exhibit 16

Number of Participants in Workshops and TA Sessions (10/1/93-8/31/94)

Number of Participants	Number of Workshops	Number of TA Sessions
1-10	17 (14%)	50 (96%)
11-20	36 (30%)	0
21-30	28 (23%)	0
31-40	8 (7%)	1 (2%)
41-50	13 (11%)	0
51-100	8 (7%)	1 (2%)
100 and over	10 (8%)	0
TOTALS	**121 (100%)**	**52 (100%)**

The indication is that 44% of the workshops involved 20 or fewer participants, with 30% addressing 11-20 persons and 14% 1-10 persons. Fifty-six percent of the workshops were attended by more than 20 persons, the largest workshop being for 600 participants at a conference. The mean attendance in the 121 workshops was 39, while the mean participation in the 52 program planning and staff development technical assistance (TA) sessions was four. Ninety-six percent of the TA sessions were for 1-10 participants.

The participation of various educational groups in the 173 T/TA sessions is shown in Exhibit 17.

Exhibit 17

Participation by Various Groups in
T/TA Sessions (as of 8/31/94)

Groups	Number Sessions	Percent	Number of Participants	Percent
Administrators only	34	20	73	2
Aides only	2	1	21	-
Teachers only	88	51	2,551	52
Teachers and Administrators	23	13	1,179	24
Teachers and Aides	7	4	214	5
Teachers, Aides, and Administrators	3	2	312	6
Teachers, Parents and Administrators	1	1	14	-
Teachers and Parents	5	3	152	3
Parents	4	2	79	2
University Faculty/Students	6	3	280	6
TOTAL	173	100	4,875	100

* Of the seven T/TA sessions in September, five are for Teachers, one is for Teachers and Aides and one is for Parents.

Teachers participated in 127 (73%) of the 173 T/TA sessions, aides in 12 (7%), administrators in 61 (35%), parents in 10 (6%), and university persons in 6 (3%).

On the basis of registration forms, teachers accounted for 72% (N=3,510) of all T/TA participants, administrators (including project directors) 17% (N=812), aides 5% (N=243), and parents 6% (N=310).

Exhibit 18 shows the duration of the 173 T/TA sessions delivered through August 31, 1994 and the seven sessions scheduled during September.

Exhibit 18

Number of T/TA Sessions of Various Duration
(10/1/93 - 9/30/94)

Duration (Minutes)	Number	Percent
30	1	-
60	5	2
75	1	-
90	6	4
120	18	10
150	5	3
180	39	22
210	1	-
240	12	7
300	3	2
360	46	26
420	22	12
450	9	5
480	9	5
660-1800	3	2
Total	**180**	**100%**

The median duration is 300 minutes; the mode is 360 minutes (N=46). Actually, 42% (N=75) of the sessions lasted three hours or less, and 58% (N=105) lasted more than three hours. Further, 51% lasted five hours or more, 49% for six hours or more, 24% for seven hours and over, and 7% lasted for eight hours or more. T/TA hours for the year totaled 870.25 hours, with a mean of 4.8 hours.

Exhibit 19 presents the topical areas of the T/TA sessions as of August 31, 1994 along

with the numbers of districts and persons participating. All of the technical assistance sessions involved program planning and staff development.

Exhibit 19
Content of Training and Technical Assistance Sessions
by Districts and Persons Participating (10/1/93-8/31/94)*

Technical Assistance Sessions (N=52)

General Topic	N	Percent	Districts Participating	Number of Participants
Prog. Planning & Staff Development	52	100	52	205 (100%)
TOTAL TA	**52**	**100**	**52**	**205 (100%)**

Workshops (N=121)

ESL in the Content Area/Curriculum	11 (2)	9	23	190 (4%)
ESL Methods and Techniques	12	10	20	442 (10%)
Literacy Course	6	5	6	74 (2%)
Multicultural Awareness	9	8	9	853 (18%)
Whole Language	1	1	1	16 (-%)
Classroom Management	2	2	4	30 (-%)
Language Arts/Thinking Skills	8	7	11	189 (4%)
Parent Training for Teachers	4 (2)	3	4	210 (4%)
Parent Training for Parents	4 (1)	3	4	139 (3%)
Classroom Assessment	3	2	3	82 (2%)
Language Learning Strategies	27 (1)	22	48	602 (13%)
Cooperative Learning	4	3	19	121 (2%)
Special Topics	2	2	2	66 (2%)
Integrated Instruction	9 (1)	8	37	309 (7%)
Bilingual Instruction	3	2	3	44 (1%)
Bilingual/ESL Institute	13	11	13	1,126 (24%)
Administrator Training	3	2	17	177 (4%)
TOTAL WORKSHOPS	**121**	**100**	**224**	**4,670 (100)**

*Note: Seven additional workshops are scheduled during September. ( ) denotes September workshops with expected participation by 192 additional persons.

Of the 17 general workshop categories, eight categories contained 80% of the workshops. ESL topics were addressed in 19% of the workshops, Language Learning Strategies 22%, Multicultural Awareness 8%, Integrated Instruction 8%, Language Arts/Thinking Skills 7%, the Bilingual/ESL Institute (in Garland ISD) 11%, and the Literacy course 5%. The other 12 categories accounted for 20% of all workshops. The two special topics were: Helping with Math & Science and Hands-On Science.

Seven additional workshops will be presented during September. ESL, two; Language Learning and Integrated Instruction, one each; and Parental Involvement, three.

The percentages of participants in the workshop topical areas often do not correspond closely to the percentages of types of workshops. For example, 19% of all workshops addressed ESL topics, and 14% of all participants attended ESL workshops. Also, 23% of the workshops concerned Whole Language and Language Learning Strategies and 13% of participants were found in those workshops. On the other hand, Multicultural Awareness workshops accounted for 8% of the workshops and had 18% of the participants, due to large conference-type presentations. Similarly, the Bilingual/ESL Institute series attracted 24% of participants to 11% of the workshops.

Current legislation requires administrators to pursue professional development credit through participation in General Management Training (GMT) courses. GMT credit is approved by the Texas Education Agency and used by the school district in salary and career ladder considerations. The SEDL/MRC provides management credit workshops, which are of at least six hours duration.

General Management Training (GMT) credit was awarded to 36 individuals who received GMT credit (up to 15 hours) for participation in administrator training in the Summer Institute for Principals, a special series of three workshops. Individuals were from

17 districts, including universities as seen in Exhibit 20.

Exhibit 20

GMT Credit Workshops

Topic	Number of Participants	Number of Districts*
Administrator Training	52	17
GMT Credit Awarded	36**	14

* Includes universities

** Fifty-two persons attended the Institute but only 36 requested GMT credit hours. Of the 36 GMT credit recipients, 12 received six hours, 15 received 12 hours, and 9 received 15 hours; total hours = 387.

In March 1994, the MRC provided Turnkey training in two workshops for 16 trainers from 13 Education Service Centers on "Modifying and Sheltering Instruction for LEP Students." During September, two centers (ESC 6 and 16) are scheduled to provide two workshops on this topic to personnel from school districts within their region. About 55 persons from 10-20 districts are expected to participate in these Turnkey workshops. Also, other Turnkey workshops on previous topics were conducted, including six on "Integrating Instruction" in two ESL regions. Turnkey training prepares trainers to teach broad-need special topics. The annual Turnkey activities extend MRC services and build the training capacity of the regional centers in serving LEP students.

In summary, the SEDL/MRC provided 121 workshops and 52 technical assistance sessions during the period October 1, 1993, through August 31, 1994. The MRC provided 35 workshops and 15 technical assistance sessions (29%) to Title VII LEAs and 86 workshops

and 37 TA sessions (71%) to Non-Title VII LEAs during this period. Total participant forms for these 173 T/TA sessions totaled 4,875. Comparison of MRC services delivered within the four Super Regions disclosed that the MRC achieved a reasonably proportional distribution of its services relative to regional statistics concerning LEP students, districts with LEP students, and classroom instructional projects.

During September of FY'94, seven additional workshops are scheduled. All are for non-Title VII districts. Total participation in all 180 training efforts (128 workshops and 52 technical assistance sessions) will exceed 5,000 persons, with 28% of the T/TA services going to Title VII projects and 72% to non-Title VII projects. Also, the SEDL/MRC provided 1,460 consultations during the first 11 months and the number is projected to reach 1,600 by the end of the year.

Through August 31, 1994, T/TA sessions have been provided to individuals from 276 districts, IHEs, and agencies. Taking into account that some districts were represented in more than one T/TA session, participants were from 112 unique entities, including 96 districts, seven educational service centers (ESCs), seven universities, and two professional organizations. Also, two outreach sessions were provided for 170 persons.

Analysis of Client Responses to Services

This section presents a summary of service delivery activities and objective evaluation information on 96 of the 121 (79%) workshops held through August, 1994. Evaluation data are not available for 25 workshops with 1,585 participants. Also, evaluation data are not obtained in technical assistance sessions. Of the 121 workshops attended by 4,670 participants, 3,074 (66%) supplied evaluation forms. The missing evaluations are primarily from workshops involving parents, university personnel, other workshops that use special evaluation forms, such as in Turnkey and administrator training, other workshops in certain

school districts and agencies. The list of 1993-94 workshops is found in Appendix D.

In analyzing the data from the Evaluation Forms, mean scores were computed for six items relating to: Organization of the session (Item 4), Usefulness (Item 5), Quality of Handouts (Item 6), Effectiveness of Presenter (Item 7), Quality of the Session (Item 8), and Appropriateness (Item 9). In addition, an Overall Mean score was computed.

Exhibit 21 shows the evaluation results for the 96 workshops with data displayed by Super Region. The total results (mean scores) are uniformly high, ranging from 3.5 to 3.7.

Exhibit 21

Workshop Evaluation Results by Super Region (N=96 rated workshops)
(as of 08/31/94)

Super Region	Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
East	31	3.9	3.7	3.8	3.9	3.8	3.7	3.8
North	27	3.5	3.6	3.6	3.6	3.6	3.5	3.6
Central	20	3.6	3.6	3.7	3.7	3.7	3.5	3.6
West	16	3.6	3.5	3.6	3.6	3.6	3.5	3.6
Total	**96**	**3.7**	**3.6**	**3.7**	**3.7**	**3.7**	**3.6**	**3.7**

Highest ratings are in the East. Other regional ratings are very similar.

Evaluation data for workshops with different numbers of participants are presented in Exhibit 22.

Exhibit 22

Workshop Evaluation Results by Participation (N=96 workshops)
(as of 08/31/94)

Number of Participants	Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
1 - 10	17 (18%)	3.8	3.7	3.8	3.9	3.8	3.7	3.8
11 - 20	33 (35%)	3.9	3.8	3.8	3.9	3.8	3.8	3.8
21 - 30	21 (22%)	3.6	3.5	3.7	3.6	3.5	3.4	3.6
31 - 40	3 (3%)	3.6	3.4	3.7	3.7	3.6	3.2	3.6
41 - 50	9 (10%)	3.5	3.5	3.6	3.6	3.6	3.3	3.5
51 - 100	4 (4%)	3.7	3.7	3.7	3.7	3.6	3.5	3.7
Over 100	8 (8%)	3.2	3.4	3.4	3.2	3.3	3.3	3.3
Total	**96**	**3.7**	**3.6**	**3.7**	**3.7**	**3.7**	**3.6**	**3.7**

Data indicate that the smaller workshops (20 or less), were rated slightly higher than the larger (21-100+) workshops. Also, the 51-100 workshops received high ratings. The 100+ workshops were lowest rated.

Exhibit 23 compares results for Title VII and Non-Title VII workshops. Title VII workshops, those conducted for Title VII requestors, are consistently rated higher than Non-Title VII workshops.

Exhibit 23

Workshop Evaluation Results by Funding Source
Title VII and Non Title VII (N=96 rated workshops)
(as of 08/31/94)

Item Mean Ratings

Type	No.of Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
Title VII	33	3.8	3.7	3.8	3.9	3.8	3.7	3.8
Non-Title VII	63	3.6	3.6	3.6	3.7	3.6	3.5	3.6
Total	**96**	**3.7**	**3.6**	**3.7**	**3.7**	**3.7**	**3.6**	**3.7**

Exhibit 24 compares the special purpose workshops, the Turnkey Workshops sponsored by the ESCs after training by the SEDL/MRC, with the regular MRC workshops. The four Turnkey workshops are rated higher than the regular workshops. Four other Turnkey workshops did not have data. Two additional workshops are scheduled in September on "Modifying and Sheltering" which is the topic for 1994.

Exhibit 24

Workshop Evaluation Results by Types of Workshops
(as of 8/31/94)

Item Mean Ratings

Type	Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
Regular	92	3.7	3.6	3.7	3.7	3.7	3.6	3.7
Turnkey	4*	3.8	3.9	3.8	3.9	3.9	3.8	3.8
TOTAL	**96**	**3.7**	**3.6**	**3.7**	**3.7**	**3.7**	**3.6**	**3.7**

* Two workshops are scheduled during September.

Exhibit 25 examines results by length of workshops. On the basis of the Overall Mean, workshops of 150-420 minutes received very similar ratings, overall means of 3.7 and 3.8. The break between higher and lower-rated workshops occurs after 420 minutes (7 hours). Workshops of 7.5-8.0 hours dropped off in ratings, having an overall mean of 3.4. Actually, 18 workshops lasted for 7.5-8.0 hours, this number being 20% of the rated workshops. However, data were only available from 10 of the 18 workshops (56%). The median rated workshop lasted six hours.

Exhibit 25

Workshop Evaluation Results by Duration
(as of 08/31/94)

Item Mean Ratings

Length	No. Of	(4)	(5)	(6)	(7)	(8)	(9)	Overall
150 or less	8	3.7	3.7	3.7	3.8	3.8	3.8	3.8
180	18	3.8	3.7	3.8	3.9	3.8	3.6	3.8
240-300	10	3.8	3.7	3.8	3.8	3.7	3.8	3.8
360-420	50	3.7	3.7	3.7	3.8	3.7	3.6	3.7
450-480	10	3.4	3.3	3.5	3.4	3.4	3.2	3.4
Total	**96**	**3.7**	**3.6**	**3.7**	**3.7**	**3.7**	**3.6**	**3.7**

Exhibit 26 presents results for workshops classified by topics.

Exhibit 26

Workshop Evaluation Results by Topics of Rated Workshops (as of 07/31/94)

Item Mean Ratings

Classification	No. of Workshops	(4) Organization	(5) Usefulness	(6) Handouts	(7) Presenter	(8) Quality	(9) Appropriate	Overall Mean
ESL topics	21	3.6	3.5	3.7	3.7	3.6	3.4	3.6
Classroom Management	2	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Language Arts/Thinking Skills	6	3.6	3.5	3.7	3.7	3.7	3.5	3.6
Bilingual/ESL Institute	13	3.5	3.6	3.6	3.6	3.6	3.5	3.6
Parent Training	4	3.6	3.5	3.6	3.6	3.6	3.5	3.6
Classroom Assessment	2	3.6	3.8	3.5	3.7	3.6	3.4	3.6
Language Learning Strategies	25	3.7	3.7	3.7	3.8	3.7	3.6	3.7
Literacy Course	6	3.9	3.7	3.9	3.9	3.9	3.8	3.9
Multicultural Awareness	5	3.4	3.3	3.3	3.4	3.4	3.3	3.3
Cooperative Learning	2	3.7	3.6	3.8	3.8	3.7	3.5	3.7
Integrated Instruction	5	3.8	3.7	3.7	3.9	3.8	3.7	3.8
Special Topics	2	4.0	3.7	3.8	3.9	3.9	3.8	3.9
Bilingual Instruction	3	3.8	3.9	3.9	3.9	3.9	3.9	3.9
Total	96	3.7	3.6	3.7	3.7	3.7	3.6	3.7

Of the 13 topics, Classroom Management, Literacy Course, Special Topics, Bilingual

Instruction and Integrated Instruction are highest rated with Overall Means of 3.8 to 4.0. The Overall Mean for all workshops is 3.7 out of possible 4.0 (92.5% of maximum). Multicultural Awareness is the lowest rated area with an Overall Mean of 3.3. Other topics have Overall Mean scores of 3.6 and 3.7.

Exhibit 27 examines the lower-rated workshops that received mean ratings of less than 3.5 on either Quality or Overall Mean. Twenty-four (25%) of the 96 rated workshops were identified for special evaluation scrutiny. These lower-rated workshops were in seven of the 13 types of workshops. These seven areas contained 77 workshops out of the 96 total rated workshops. No lower-rated workshops were found in six workshop areas with 19 workshops: Classroom Management, Special Topics, Integrated Instruction, Cooperative Learning, and Bilingual Instruction.

Exhibit 27
Workshops Receiving Lower Ratings
(Less than 3.5 on Quality or Overall Mean)
(as of 8/31/94)

	Low Rated/	(4)	(5)	(6)	(7)	(8)	(9)	Overall
ESL Topics	8 of 21	3.3	3.2	3.4	3.4	3.3	3.0	3.3
Bilingual/ESL	8 of 13	3.3	3.5	3.5	3.3	3.4	3.4	3.4
Language	1 of 6	3.0	2.9	3.3	3.2	3.2	2.8	3.1
Language	2 of 25	3.5	3.2	3.3	3.4	3.2	3.0	3.2
Multicultural	3 of 5	3.0	2.9	2.9	3.1	2.9	3.0	3.0
Parent	1 of 4	2.7	2.5	2.6	2.7	2.8	2.5	2.6
Classroom	1 of 3	3.4	3.9	3.4	3.5	3.4	3.6	3.5
Total	24 of 77	3.2	3.2	3.3	3.3	3.3	3.1	3.3

Eight of the 24 (33%) lower-rated workshops occurred on ESL training. Also eight (33%) of the workshops occurred with the Bilingual/ESL Institute. The other eight lower-rated workshops occurred on Language Arts/Thinking Skills (1), Language Learning Strategies (2), Parent Training

(1), Multicultural Awareness (3), and Classroom Assessment (1). Actually, only 8 of 21 ESL-related workshops (38%) were lower-rated and only two of 25 Language Learning Strategies (8%) were lower-rated. However, 3 of 5 Multicultural (60%) and 8 of 13 (62%) Bilingual/ESL Institute workshops were lower-rated. These two types of workshops are provided to large and diverse audiences with wide ranging needs and interests. Overall, only 31% (N=24) of the 77 workshops in the seven areas in Exhibit 27 and only 25% of the total of 96 rated workshops were lower rated.

The mean criterion score of 3.5 was somewhat arbitrarily identified as the lower-bound standard for acceptable training, scores below which would call for close scrutiny by both the MRC Director and the presenters. This lower-bound is equivalent to 88% of the maximum score of 4.0. Cumulatively, the 24 lower rated workshops had mean Quality and Overall ratings of 3.1 and 3.3, respectively, or about 80% of the maximum possible score. The indication is that even these "lower-rated" workshops were, on average, well-received, although falling below the desired criterion standard of the SEDL/MRC. Overall, 72 (75%) of the 96 workshops with data exceeded the SEDL/MRC 3.5 rating criteria.

Of the 121 workshops, MRC staff conducted 62 (52%), Staff Associates/Consultants 50 (41%) and 8 Other (7%). Of the 96 workshops with evaluation data, 53 (55%) were conducted by MRC Staff, 39 (41%) by Staff Associates and Consultants, and 4 (4%) by Other. Exhibit 28 presents a comparison of the relative effectiveness of MRC staff, staff associates and consultants, and other presenters, in terms of the number of workshops receiving relatively "higher" and "lower" ratings.

Exhibit 28

Staff, Staff Associates, Consultants, and Joint Presenters Compared on Workshop Ratings* (as of 08/31/94)

Workshop Ratings	Staff	Staff Associates/ Consultants	Other	Total
3.5 & Above (Higher)	45 (85%)	23 (59%)	4 (100%)	72 (73%)
Less than 3.5 (Lower)	8 (15%)	16 (41%)	0	24 (27%)
Total	**53 (100%)**	**39 (100%)**	**4 (100%)**	**96 (100%)**

***Chi-Square test is statistically significant (Chi-Square = 7.4, df 1; p=.01). The test compared the MRC staff against Staff Associates/Consultants and Other.**

As indicated, the relative percentages obviously favor the MRC staff over Staff Associates/Consultants. The Other group, consisting of joint MRC and ESC (Turnkey) presenters, did not have a lower-rated workshop. The Chi-Square test disclosed a statistical difference (p=.01) between the two main groups, MRC staff and Staff Associates/Consultants/Other.

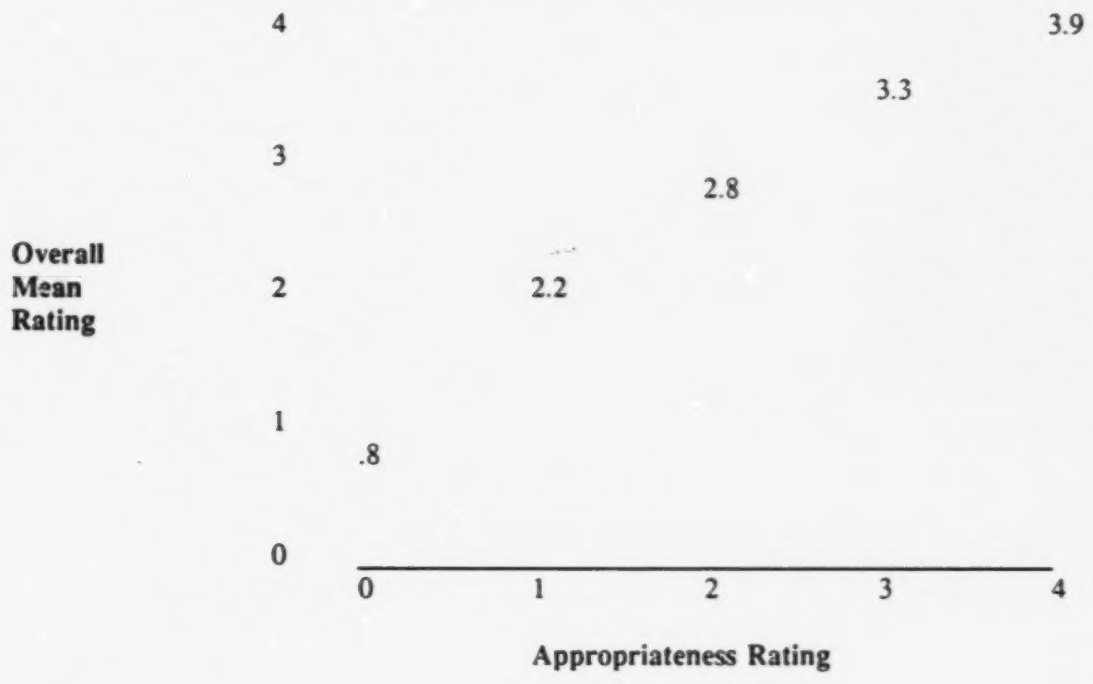
Overall, the MRC staff had a 85-15% higher-lower ratio and staff associates/consultants, 59-41%. Other group presentations, involving a SEDL/MRC staff person and another presenter and ESC presenters, were 100-0%. The combined higher-lower ratio for Staff Associates, Consultants, and Other is 63-37%. These data indicate that workshop results varied significantly by type of presenter, favoring the MRC Staff, with 85% higher-rated workshops compared to the combined Other group's 63%.

In trying to account for the difference in ratings of the higher-rated and lower-rated

workshops, analyses repeatedly focused on the importance of Item 5, "How appropriate was the workshop for you?" The importance of Item 5 is indicated in Exhibit 29, which shows the observed functional relationship between the Appropriateness rating and the Overall Mean rating derived from the average of the mean ratings on Items 6, 7, and 8.

Exhibit 29

Relationships of Appropriateness Rating to Overall Mean Rating



As indicated, the higher the Appropriateness rating, the higher the Overall Mean rating. The functional relationship was established from data of 46 workshops conducted during the first six months of 1986-87.

Although project directors and the SEDL/MRC staff expend considerable planning effort in identifying the needs of potential participants in order provide appropriate

presentations, this was apparently achieved to only a limited extent in the lower-rated workshops. While the Mean Appropriateness rating of all 96 rated workshops is 3.6 and the Quality Mean and Overall Mean 3.7 (see Exhibit 21), the Mean Appropriateness rating of the 24 lower-rated workshops (based on ratings below 3.5 on Quality or Overall Mean), identified for special scrutiny in Exhibit 27, was only 3.1 (corresponding Quality Mean and Overall Mean = 3.3). Actually, a Mean Appropriateness rating of 3.3 is needed to achieve a mean Overall Mean rating of 3.5.

These data support the initial finding that the higher the Appropriateness rating, the higher the Overall Mean and Quality ratings. This result also supports the MRC's efforts in urging project directors to undertake detailed planning of workshops with the intended participants in order to achieve an appropriate level of specification for workshop participants. A review of Workshop Evaluation Forms indicated that lower appropriateness ratings usually accompany such participants' comments as "workshop did not contain information for my level" and "need other types of information for my students."

Finally, in order to assess the educational impact of the MRC services on LEAs, the Follow-up Evaluation Questionnaire was sent to two people (the district superintendent and the contact person, usually the Project Director) in each of the 68 different LEA, ESC, and IHE entities hosting training workshops and/or on-site technical assistance during FY '94. The questionnaires were sent only to host institutions even though multiple LEAs may have attended a given session (a copy of the Questionnaire is included above as Exhibit 9). In all, 128 individuals were sent questionnaires.

Data were obtained from 55 respondents, including 34 directors (staff) and 21 superintendents and other administrators in 41 districts. The respondent return rate was 43%.

The district return rate was 60%. Fifteen respondents from 11 districts were from Title VII projects while 40 respondents were from 30 Non-Title VII agencies. The results of the item ratings by the respondents were highly positive, being uniformly between 4 and 5 on the five-point scale. Data are shown in Exhibit 30. The total technical ratings (1a-1d) range from 4.7 (handouts) to 4.8. Title VII and Non-Title VII administrators provide equally high ratings, but Title VII Staff provide higher ratings than Non-Title VII Staff. The Total satisfaction rating is 4.9. The results indicate that Title VII and Non-Title VII respondents, both staff and administrators, rate very highly the quality of all services and are very satisfied with the services received from the SEDL/MRC.

Exhibit 30

Types of Respondents and Overall Mean Ratings on Follow-up Questionnaire (1993-94 Data)

	Title VII		Non-Title VII		
Items	**Administrators N=4**	**Staff N=11**	**Administrators N=17**	**Staff N=23**	**Total (N=55)**
1a. Content	4.8	5.0	4.8	4.7	4.8
1b. Delivery	4.8	5.0	4.7	4.7	4.8
1c. Handouts	4.8	5.0	4.8	4.7	4.8
1d. Appropriateness	4.8	5.0	4.8	4.8	4.8
2. Satisfaction	4.8	5.0	4.8	4.9	4.9

* "1" = low; "5" = high

Further indications of the impact of the SEDL/MRC services are presented in Exhibit 31 where the essentially verbatim impact assessments (item 3) of the respondents during

1993-94 are shown. In addition, respondents supplied suggestions and comments (item 4), identified desired future services (item 5) and listed priority topics for the 1994 Regional Workshop. For each of these items, the responses have been grouped according to Title VII and Non-Title VII Directors and by Superintendents. Following the same procedure, the suggestions and services comments are contained in Exhibit 32.

Exhibit 31

Impact Statements from Respondents to Followup Questionnaire (1993-1994)

TITLE VII

Directors

- Instruction in ESL methodologies helped content teachers and resulted in a more positive attitude toward ESL students.
- Too early to determine--need additional time.
- Teachers received sessions with enthusiasm. They leave sessions with materials and strategies they can use the next day. The instructional practices and articles are research-based and provide a strong foundations for implementing teachers.
- Out staff implemented the techniques in the classroom and are very excited about the concepts.
- Improvement in instructional practices.
- As a result of presentations, two schools are implementing a two-way bilingual program.
- The information was a great incentive for setting up the alternative education program. Ms. Casas was an excellent resource person.
- MRC consultants are the basis of our staff development services. Sessions have resulted in a solid instructional program at this campus.

- Dr. Jackson was effective in discussing how to modify and implement a sheltered curriculum. Dr. Liberty was helpful with implementing the first year of our grant.

- Training helped set groundwork for inclusion. Regular teachers are more relaxed and open minded in working with LEP students. Level of enthusiasm is high, along with higher expectations and teamwork.

Superintendents

- SEDL has engendered pride in our mission to serve LEP families. Our programs have focused on professional skills.

- The college course taught by Dr. Matluck to complement our grant, "Espanol Aumentativo" was very useful. It served content as well as ESL teachers in understanding and augmenting ESL strategies.

- Workshops presented helped District to implement Two-Way Language Program and to receive Title VII grant.

NON-TITLE VII

Directors

- Improvement of program and instructional strategies.

- Alternative certification interns were very pleased with the session and felt the information was practical, easily followed, and helpful for teachers with little educational experience.

- Teachers are excited with the activities.

- Program improvement.

- Very informative.

- Teachers have improved their teaching practices and have made changes in the ESL curriculum.

- Our ESL teachers were enthused and ready to practice what they learned.

- The additive/subtractive bilingual search provided information for the development of a community survey. Parents and staff overwhelmingly responded that bilingualism is additive.

- SEDL/MRC provided "best practices" in content areas; impact was on parent and teacher motivation and involvement.
- Teachers responded very favorably to Ms. Harris' presentation. All felt that the "high expectations" workshop would result in improving student achievement.
- Students gained confidence and skills in developing quality bilingual/ESL programs (IHE).
- Increased knowledge by students of curriculum practices. Presentation was highly enriching (IHE).
- Instructional strategies have been implemented following inservice.
- Teachers better understand how LEPs learn a second language. Information gave direction to the district goal.
- Dr. Ramos provided a refresher course for participants on TEA requirements and classroom organization.
- Ms. Rivas' expertise has made a positive impact on our teachers which carries to students.
- ESL teachers have implemented strategies on scaffolding and the Language Experience Approach.
- Session provided me a better sense of direction for the FL/ESL/Bil program.
- The staff that attended the 5-day workshop are replicating the training for our district teachers. Region IV staff, Jo Ann Brown, will visit our campus again in January to facilitate our unit writing.
- Guest speaker's session was part of a program highlighting the International Year of the Family. Presentation on Hispanic American families was appropriate to the program theme and contributed a multicultural component to the program.
- Sessions have impacted parent motivation and involvement.
- Teachers were extremely positive and enthusiastic about the presentations and presenters. It is too soon to know about changes in instruction.
- Teachers have used strategies in their classrooms. Sessions provided me with up-to-date information which I pass-on to teachers.
- We have received excellent services from the Center. Maggie Rivas has always

helped us set up sessions and your whole staff is very cordial over the phone. Linda Casas did an excellent presentation for our ESL teachers.

Superintendents

- Sessions are very professional and contribute "quality control" to the information we disseminate to districts (ESC).
- Program improvement, cultural awareness, and improvement in instructional strategies.
- Excellent info substantiaed decision on self-contained/departmentalization.
- Better sense of direction for our program.
- ESL staff are more knowledgeable about appropriate ESL strategies.
- You have been our primary source of help and hope.
- Teachers implemented information in the classroom.
- ESL teachers have implemented strategies in classroom.
- Parents want to do a better job. They welcomed Ms. Rivas' presentation.
- Strategies have been helpful to our bilingual/ESL teachers and I have seen an improvement in our instructional approach.
- Our teachers were excited by the training and are using the training materials in their teaching.
- Staff has perceived these sessions as highly relevant and helpful.
- Services were used on a limited basis only--had one session with Dr. Sosa.

Exhibit 32

Suggestions and Comments and Types of Services Desired

A. SUGGESTIONS/COMMENTS.

TITLE VII

Directors

- Presenters are also well-prepared and knowledgeable. Presentations are well timed and always present an abundance of new ideas.
- More! More! More!
- More visits.
- Donna Christian and Kathy Lindholm are an excellent team!
- The MRC staff is a delightful group who are well-informed and very generous with their time and knowledge!
- MRC is a valuable resource for our teachers. In the future, provide technical assistance to program administrators, along with presentations to teachers and aides.
- Please send a list of consultants and the prepared workshops they offer. Then, we can make requests based on our needs.
- More consultants on second language acquisition. Also ingetration of math and science into language arts.

Superintendents

- Continue to combine a research with a practitioner on presentation teams. More sessions on Two-Way Bilingual Programs to include other groups than Spanish.
- SEDL staff has been extremely helpful in providing research and resources to our district. We expect and hope to have continued assistance with our existing grant as well as the new Alternative grant, "Improving Math Instruction for Middle School LEP Students."

NON-TITLE VII

Directors

- Gear info low for alternative certified ESL/bilingual teachers.
- Give specific examples of materials that are proven effective with junior high ESL students.
- The SEDL/MRC is a quality institution. Our district looks forward to receiving assistance in the future.
- Keeping helping us with high caliber trainers! No suggestions for improvement. You are "top notch."
- We are pleased to have the SEDL/MRC work with us.
- More involvement with universities (IHE).
- Increased emphasis upon practical/hands-on materials for teaching LEP students (IHE).
- Great presentations! All the information was very helpful.
- We will utilize SEDL/MRC to the fullest in 1994-95 (ESC).
- Dr. Karna was well prepared and interesting to our teachers.
- Use more visual aides in presentations.
- More research on inclusion.

Superintendents

- Presenter did an excellent job!
- Send a list of available topics and presenters.

B. TYPES OF SERVICES DESIRED.

TITLE VII

Directors

- Inservice for high school teachers on how to address non-English speakers. Workshop: LEP students' needs at the Junior and Senior High Levels, including ESL activities for the older students.
- Parent programs. Workshop: Technology and Parent Involvement.
- Parent training.
- ESL in Content Area (grade 6-12 teachers) and Native Language Instruction (elementary teachers). Workshop: Bilingual Programs in the Middle/High School.
- Whole language, ESL in content areas, grantsmanship, Spanish language arts, and parent involvement. Workshop: grants, newcomers, excellent software, assessment, TAAS and ESL students.
- Training for Secondary ESL Teachers and Aides; Presentations on Children's Books for Parents. Workshop: Successful Parent Involvement Programs.
- Staff development, curriculum development, and evaluation of programs.
- Continued staff development and results of research. Workshop: information on grants awarded in Texas and information on changes in grant writing and continuation.
- Technical assistance for program administrators. Workshop: (1) Utilizing the school's campus improvement committee to focus on goal articulation and attainment; (2) Encouraging LEP students to participate in the school's discipline plan.
- For 1994-95 and 1995-96, we will continue to need inservices on Sheltered Instrcution so that we can reach more of our teachers. Arlington is also interested in hands-on session utilizing CALLA. Workshop: How to Gain Administration Support to Establish Newcomer Centers; How to Better Evaluate out-of-country student transcripts, especially for secondary students.

Superintendents

- Multicultural sensitivity for campus staffs; parent education; and gang prevention. Workshop: Reaching the Atypical Parents to Better Serve LEP Children.
- Continue to combine a researcher with a practitioner on presentation teams. Also,

provide more sessions on Two-Way Programs to include other languages than Spanish. Workshop: Two-Way Bilingual Programs, Multicultural Training, Bilingual Special Education, and Parental Involvement, and Inclusion.

- SEDL staff has been extremely helpful in providing research and resources to our district. We hope for continued assistance with the existing grant and the new Alternative grant, "Improving Math Instruction for LEP Students at the Middle School. Also, we would like college-level courses, instructional inservice, and clarification of guidelines for future grant-writing. Workshop: Clarification of OBEMLA rules for existing and future grants.

NON-TITLE VII

Directors

- Need presenters on alternative certification training to address: Program Design and Instructional Models, Cooperative Learning, Literacy and Reading/Writing Process, Integration of Content Areas and Language.
- More frequent training for ESL teachers that will carry over into the classroom.
- Workshops and newsletters. Workshop: Parent involvement and Instructional Strategies for LEPs.
- Teacher and administrator training. Workshop: Technology for BE Program students and Training for Content Area Teachers.
- Review of innovative materials to use with Bil/ESL populations and a workshop for administrators of Bil/ESL programs. Workshop: Serving Gifted/Special Education Bilingual students when you don't have "bilingual Chapter I/GT/Spec.Ed staff."
- Research and curriculum assistance. Workshop: Multiple Intelligence.
- Parent training; Math/Science with Integrated Language Development Emphasis at PreK-5; and ESL-Sheltered English for content areas at secondary level. Workshop: Math/Science with Integrated Language Development Emphasis, 3rd thru 5th.
- Sheltered course training. Workshop: TAAS Strategies for ESL students.
- Invite IHEs to Annual Workshop.
- Updated materials and research findings on ESL. Workshop: Update on administrative rules, regs, laws, etc. in Bilingual/ESL.
- Cultural awareness; instructional strategies that work with minority students;

evaluating effectiveness of teachers' instructional strategies in working with LEPs. Workshop: Reading Methods for Effective Instruction of Minority Students; and Multicultural Curriculum.

- More on TAAS strategies with LEP students for regular and ESL teachers.
- "Sheltered English" for grades 7-12 would benefit our district. Workshop: concurrent sessions offered by TEA staff that provide information and allow for questions and answers on bilingual/ESL instruction.
- Bilingual education awareness sessions for administrators. These could be half-day. Workshop: Alternative Certification (Bil/ESL); Parent Involvement; Alternative Assessment; and Methodology.
- Sheltered English and English Language Development in Elementary. Workshop: Alternative B.E. Certification Programs.
- Workshop: Computer programs for use in Bil/ESL programs.
- Use more visual aids in presentations, such as overheads and short videos on cultural aspects, such as dress. We need speakers on the cultural diversity of American families and the impact upon family-child relationships, education, and career opportunities. Workshop: Teaching College Students about ethnic populations in America.
- More parental involvement workshops.
- Workshop: How to work with students who are orally fluent and still struggle with reading and writing.
- Inservice sessions for teachers and consultants on serving multiple levels in one class and choosing materials appropriate to all levels. Workshop: (1) Bilingual Education in Small Districts with one teacher and 5-20 students; (2) Computer Software for Bil/ESL students; and (3) Materials that regular classroom teachers can use with ESL students.
- More research on inclusion. Workshop: Bilingual/ESL inclusion models, instructional scheduling, and staff training.
- A list of possible consultants that do staff development for elementary bilingual teachers. National and state speakers, if possible. Workshop: Transition in the Bil. Program and Current Research on Transitional Bilingual Program in Texas.

Superintendents

- Workshop: Multicultural Education; Parent-Community Involvement.
- Workshop: Accelerating Instruction for Secondary Bilingual Students.
- More ESL updates.
- Workshop: Use of Technology.
- Keep us aware of resources available to district in Bil/ESL programs.
  Workshop: Parent Involvement.
- TAAS strategies.
- A parent workshop, in Spanish, for bilingual students.
- Sheltered English and English Development at Elementary. Workshop: Alternative Certification Programs.
- Inservice for teachers and parents. Workshop: Parenting Skills; Communication with Parents; How to Help My Child be Successful.
- More on portfolio assessment.
- Send a list of available topics and services to school districts. Workshop: How to Attract Minority Educators.
- Services regarding the implementation of Title VII programs.
  Workshop: Appropriate Teaching Models for ESL Early Childhood.

Outreach, Awareness, and Coordination Activities

This section provides information on the activities that have facilitated or channeled the training efforts of the SEDL/MRC through (a) information-sharing and collaboration with other agencies (coordination-related) and (b) communication about the MRC with the educational community (awareness/outreach-related). These efforts promote the acceptance of the SEDL/MRC by the educational community as an important, unique, and viable entity in providing expertise for addressing the needs of LEP children, their teachers, and their parents.

Coordination-Related Activities

Since 1986 the SEDL/MRC has engaged in various multi-district and multi-agency arrangements that contributed in important ways to the delivery of services. First, the SEDL/MRC and the Texas Education Agency (TEA), as reflected in the SEA Letter of Agreement, established the basis for joint training efforts that allowed TEA personnel to address policy issues and the SEDL/MRC to provide authorized technical assistance and training to LEAs. During 1993-94, two sessions were held with TEA to update the SEA Letter of Agreement.

In addition, the SEDL/MRC and TEA collaborated in making presentations at various professional meetings attended by multiple districts, such as sessions at the Texas Association of Bilingual Education, Texas TESOL, the Summer Institute for Principals, and the Annual Regional Workshop. While the MRC provides training to school districts on such topics as ESL methods, ESL in the content areas, language learning strategies, integrated instruction, whole language, higher-level thinking skills, and cooperative learning, TEA personnel offer information on state policies, developments, and procedures for educating LEP students. TEA

personnel and SEDL/MRC staff communicate several times each month in regard to planning and sharing of information and materials.

Secondly, multi-district, multi-agency training was achieved through collaboration with the 13 Education Service Centers (ESCs) within MRC Service Area 8. Continuing the cooperation established during 1986 with the ESC directors, and renewed in December, 1992 the eighth annual Turnkey Workshop was held May 24-25, 1994 in Austin. Again, TEA participated in the one and one-half day training. The Workshop, attended by 18 persons from nine ESCs, addressed "Modifying and Sheltering Instruction for LEP Students." Participants were from three of four Super Regions, the exception being the ESCs in the North Region (ESCs 8 through 11). Non-attending ESCs will be offered the training and materials at a later time. An agenda and evaluation data supplied by participants are provided in Appendix E. In keeping with the Turnkey approach, each regional ESC is asked to sponsor, organize, and present a follow-up workshop on "integrated instruction" for teachers and principals serving limited English proficient students within their regions. Two ESCs (6 and 16) have scheduled turnkey workshops during September, 1994. Other ESCs plan to provide workshops during 1994-95.

Two ESCs (4 and 17) provided six Turnkey workshops on "Integrating Instruction" for 256 participants during 1993-94. "Integrating Instruction" was the Turnkey topic in 1992-93.

The success of the multiplier effect through the turnkey workshop training model is apparent from a special study of the number of turnkey-topic workshops conducted by the ESCs over a two-year period, 1988-90. In 1988, when the SEDL/MRC was serving the entire state of Texas, the 20 ESCs received training on Higher-Order Thinking Skills, followed in 1989 by Cooperative Learning, and Whole Language in 1990. In a survey of the 20 ESCs in August 1990, 12 ESCs supplied information on the number of workshops conducted and the

number of participants in those workshops. The data showed the following:

Higher-Order Thinking Skills	88 workshops	2,264 participants
Cooperative Learning	79 workshops	1,588 participants
Whole Language	26 workshops	714 participants

Overall, the data from just 60% of the ESCs showed that they conducted 193 turnkey-topic workshops for 5,566 participants on the three topics during the two-year period, 1988-90. Thus, ESCs were found to not just provide a single turnkey workshop but to provide workshops over an extended period. This is still the situation today. The success of the turnkey model is believed to be due to the quality of training consistently provided by the MRC to the ESC trainers, the attention devoted to the follow-up of the training and the planning of the regional workshops, and the SEDL/MRC's selection of high-interest and state of the art topics for attention. The estimated participation in the two upcoming workshops in 1993-94 is about 55 persons from 10-20 districts. The actual numbers could be much higher since each ESC announces the availability of turnkey workshops to all the districts (50-60) in its region.

As an extension of the turnkey model, the SEDL/MRC encourages individual ESCs to sponsor regular workshops within its region. Through August, the SEDL/MRC has delivered 17 workshops in six ESCs for 606 participants. With the three workshops, including the two turnkey scheduled during September, the SEDL/MRC will have provided 20 workshops for seven ESCS (4,6,11,12,14,16,17) through September 1994. The estimated participation is for about 691 participants.

An additional indicator of the success of the turnkey strategy is that ESC representatives have requested a full two-day training session for next year, with the extra half-day providing "hands-on" time to develop the training materials they will use in the

follow-up workshops. This request for a longer workshop comes from individuals who are extremely busy with a variety of training activities in their respective centers.

Besides contributing to outreach on the SEDL/MRC, the coordination efforts with the ESCs establish a bilingual/ESL educational network within the service region and the state. The ESC-based training efforts enhance the capacity of the ESCs to provide bilingual/ESL services to school districts, many of which are small and are just beginning to implement programs for LEP students. Obviously, the "integrated instruction" and "sheltered instruction" turnkey topics, which integrate language with content instruction, are central to districts' capacity-building efforts. For districts more experienced in bilingual/ESL programs, the topics enhance and institutionalize existing bilingual/ESL programs.

Thirdly, the SEDL/MRC engages in joint training and technical assistance sessions with other Title VII agencies, such as the Title VII Evaluation Assistance Center-East Region (EAC-E) located in IDRA in San Antonio under a subcontract with George Washington University. The EAC-E provided training on evaluation methods for individuals from Title VII and Non-Title VII districts in the Annual Workshop and in a joint session on "alternative assessment" in ESC, Region 9. Also, the SEDL/MRC engaged in collaboration with universities with Title VII EPT training grants in teacher training and non-CIP projects in early childhood education, at-risk populations, and parenting development. Collaboration with IHEs included workshops, consultations, and technical assistance on teaching strategies and materials, providing statistical information on LEP students and teachers, proposal planning, and serving as a training site for students. Collaboration with non-CIPS essentially concerned the two statewide Academic Excellence projects and involved dissemination strategies and identifying adopter sites.

The SEDL/MRC provided four workshops in two IHEs with Title VII Educational

Personnel Training grants (Sam Houston State University and Southwest Texas State University), two workshops in two IHEs with Fellowship Grants (Sam Houston State and Texas A&M University), and five T/TA sessions at three other IHEs, and sessions dealing with Language Learning, Thinking Skills, Classroom Management, and Multicultural Awareness. Further, the SEDL/MRC utilizes university faculty as staff associates and consultants in training and technical assistance efforts, thus further promoting the coordination relationship.

Fourthly, the SEDL/MRC conducted training sessions at a number of professional meetings. A special coordination session was provided at the Texas Association of Bilingual Education (TABE) Meeting (Midland, Texas) on "Helping LEP Students Learn". Further, SEDL/MRC staff participated in the programs of other professional groups, such as the Texas Association of School Administrators, Texas Association of Bilingual Education, and the TexTESOL Meeting.

Fifthly, a special training-related coordination activity exists with the University of Houston. At the request of the Spring Branch Independent School District (which has three Title VII grants) and the University, the SEDL/MRC taught a three-hour credit literacy course which is a required course leading to bilingual and ESL endorsement for teachers. Lacking staff resources, the University of Houston was unable to provide endorsement courses at convenient times off-campus for teachers. Through an agreement with the University, SEDL/MRC staff taught the course, while the university provided oversight and awarded academic credit. The course was offered during five weekend (Friday evening and all day Saturday) sessions within the district. Twelve teachers completed the course. Subsequently, the SEDL/MRC provided a series of four ESL in the Content Area sessions during April and May for 10 students. The University and the SEDL/MRC plan to provide future courses in a

similar format.

Through the "university coordination training model," the SEDL/MRC has collaborated with three IHEs to provide nine weekend college credit courses for 132 teachers from nine school districts. Classes typically met four or five weekends per semester. Courses have included: ESL in the Content Areas, Literacy Acquisition in ESL, ESL Reading, and ESL Literacy, and Literacy. At least 45 teachers have completed bilingual or ESL endorsement requirements (four courses are required). This model provides intensive training for Title VII project teachers and facilitates achievement of OBEMLA directives that encourage districts to award academic credit to teachers wherever possible.

The varied coordination efforts of the SEDL/MRC continue activities of the previous seven years during which time coordination tasks were systematically addressed and accomplished. In this approach, a tentative universe of coordination activities, both Title VII and Non-Title VII, was identified. Then, a special form was used for information-gathering. Third, a form was prepared that organized agencies according to coordination categories. Fourth, a manual file of coordination agencies was prepared, including the assignment of a "coordination level." Fifth, a computerized file of agency information with descriptor information was developed. Appendix F lists the 40 major participating coordination agencies, a specimen coding form, and the specified coordination levels.

The levels range from 1 (a one-time activity) to 5 (collaboration between the SEDL/MRC and the participating agency in providing technical assistance or training). At level three, coordination involves a two-way reference and referral system. Level 1 actually corresponds closest to outreach, that is, sending informational literature or making other contact with an agency. Although subsequent contacts may be made with the entity or agency, for example an Even Start project, the assigned coordination may remain at Level 1.

Level 3 includes entities with which the SEDL/MRC interacts in the reference and referral sense. Level 5 is exemplified by the joint training efforts of the SEDL/MRC and the EAC-E, the ESCs, and the Division of Bilingual Education/ESL within the Texas Education Agency.

Coordination with Title VII agencies has been primarily with the National Clearinghouse for Bilingual Education (NCBE) the EAC-E, other MRCs, and, of course, OBEMLA. The NCBE and the SEDL/MRC have exchanged documents and materials, have served as reference and referral for each other, and have participated in joint training. While the SEDL/MRC receives updates on NCBE services and materials (electronic bulletin board and other), these are communicated to LEAs who seek access to NCBE. The SEDL/MRC has responded to NCBE requests for information on various locally-available materials to help in the development of mini-bibliographies and the database of project-developed materials. Similarly, NCBE has provided bulk materials for special coordination efforts, such as the Focus Seminar on the preparation of teachers for LEP students organized by the SEDL/MRC and attended by 42 representatives from regional school districts and IHEs. The Focus Seminar is an example of the SEDL/MRC working with teacher training institutions, the Texas Education Agency and the Texas Higher Education Coordinating Board Education, as well as school districts, to address key issues involving teacher training programs for serving LEP students.

In addition, coordination with other Title VII agencies and programs has included sharing information with MRCs, both independently and at the request of OBEMLA. The SEDL/MRC has exchanged information with other MRCs at national meetings of the MRC directors and through materials exchange. At the request of school districts, the SEDL/MRC has solicited from OBEMLA information on programs, such as Academic Excellence, Special Populations, and Developmental Bilingual, and has requested information on the number of

projects funded so that planning of T/TA services could begin as soon as possible. Further, efforts have been made to help OBEMLA identify qualified readers of Title VII proposals, both CIP and non-CIP.

On the MRC Staff Exchange Task, the SEDL/MRC (Service Area 8) engaged in an exchange during the year with the Service Area 4 and Service Area 13 MRCs. Specifically, the exchange with MRC 4 involved having a staff member from the MRC make a major address at the SEDL/MRC Regional Workshop on "Integrated Teaching." The exchange with MRC 13 involved a half-day presentation by the co-director at the Summer Institute for Principals.

Also, a SEDL/MRC Senior Training Associate, Ms. Maggie Rivas, participated with other MRC trainers in the Staff Development Institute in Washington during July 1994. Ms. Rivas contributed to the sessions on training models.

Since Title VII projects are concerned with evaluation, the SEDL/MRC has worked closely with the EAC-E in both referring LEA requests to the EAC and providing information to the EAC on individual LEAs. The EAC-E provided written material for the directors in the Annual Regional Workshop in November, 1993. Planning information has also been provided the EAC on the MRC's perceptions of evaluation needs in the region, issues in DBE evaluation, and strategies for accessing districts. The SEDL/MRC and EAC-E provided a joint session on "alternative assessment" in January 1994 for 21 individuals in ESC, Region 9 (Wichita Falls).

In summarizing the past year, the SEDL/MRC has held coordination meetings with the Texas Education Agency (joint presentations and planning), the Education Service Centers (Turnkey Workshop and other workshops), Title VII IHE grantees (Focus Seminar, workshops, joint college course, and use of staff associates and consultants in providing

training), non-Title VII training institutions (Seminar, workshops at professional meetings), and other Title VII agencies (consulting to non-CIPs and sharing among MRCs, and other sharing with NCBE).

Coordination activities allow the MRC to serve as a conduit for regional informational exchange that includes consultations, workshops, and publications. For example, LEAs and IHEs receive information on exemplary bilingual/ESL practices, bilingual early childhood education, bilingual special education, parental involvement and training, and other programs that serve LEP students and their parents. Also, the MRC helps universities and colleges acquire information about Title VII calssroom projects and obtain practical information through workshops and seminars. Taken together, through the varied coordination efforts, the SEDL/MRC is building an information system that (a) elevates the level of capacity-building within the network of Title VII projects and agencies and (b) enhances the quality of instruction for LEP students in the state.

Outreach/Awareness-Related Activities

Communication about the SEDL/MRC occurs through informational materials, the Regional Workshop, presentations, and other professional activities. Upon implementation in October 1986, awareness information was sent to Title VII CIPs and state bilingual programs. Each year, updates and mailings are achieved. An announcement was sent during 1992-93 to all the Title VII projects and state bilingual projects (approximately 350), TEA divisions, and the 13 ESCs in the region. Informational literature is also distributed at state and local bilingual education and ESL conferences attended by SEDL/MRC staff.

The 1993-94 Regional Workshop was held November 9-10, 1993, in Austin. The 16 Title VII CIP directors, the directors of each of the state funded bilingual programs (approximately 100), the lone Title VII non-CIP (academic excellence project), and the 17

Title VII IHEs were invited. Altogether, 88 individuals attended, including 26 individuals from 12 districts with 14 CIPs, 56 persons from 35 non-Title VII districts, six persons from Title VII agencies and universities, and representatives from OBEMLA, TEA, EAC-E, and NCBE.

Topical areas included 25 sessions or activities such as Developmental Bilingual Programs, Proposal Writing, Technology Applications, Sharing Opportunities by current Title VII Programs. Three time-blocks consisted of concurrent sessions, each of which offered up to five choices. In all, representatives from 47 districts participated in the Regional Workshop.

Evaluation data from Regional Workshop Participants showed ratings of the 25 activities to range from 2.3 to 5.0, on the five-point (1-5) Likert scale. The results are summarized in Exhibit 33. The overall ratings were 4.6 for Title VII and 4.2 for non-Title VII respondents. The overall mean was 4.3. As seen in the similar mean ratings, Title VII respondents scored higher on 72% of the comparisons, non-Title VII respondents on 12%, and 16% were even. For both Title VII and non-Title VII respondents, the sessions on "Two-Way Bilingual Education" and "Technology Applications" were highest rated. The "TEA Update" was lowest rated by both groups.

Exhibit 33
Highlight Results of the
Annual Regional Workshop
November 9-10, 1993

1. Respondents. Evaluation forms were completed by 34 participants, including representatives from 12 Title VII districts and 22 Non-Title VII districts. Respondents rated the general and concurrent sessions on a scale of 1 (low) to 5 (high). The overall mean rating by all respondents was 4.3, or 86% of the maximum possible rating.

   Of the 82 district persons attending, 26 were from Title VII districts and 56 from Non-Title VII districts. Also six IHE and agency persons attended. Overall, 87% of the 14 Title VII projects and 63% of Non-Title VII districts responded to the evaluation

forms. Many districts identified one person to supply a combined form. In all 423 ratings were supplied by the 34 respondents. The average respondent rated 12-13 sessions.

2. Comparative Ratings. On 18 of the 25 topical comparisons, Title VII mean ratings were higher; 25 Non-Title mean ratings were higher on three occasions, and two were even.

Highlight results include:

The highest rated activity was "Tips on Two-Way Bilingual Education Developmental Programming" (5.0 by Title VII and 4.8 by Non-Title VII, and 4.9 combined).

The second highest rated activity was "Technology Applications" (5.0 by Title VII, 4.7 by Non-Title VII and 4.8 combined).

Lowest-rated activity was "TEA Update" (2.4 by Title VII, 2.2 by Non-Title VII and 2.3 combined).

Only three other sessions had combined ratings below 4.0, these being concurrent sessions (two for West Texas, 3.8 and two for EAC-East on alternative assessment, 3.9).

For projects presenting same sessions on two days, median ratings were identical (4.5) for the two sessions.

The median rating for all of the concurrent sessions provided by Title VII projects was 4.5. Title VII and Non-Title VII ratings disagreed on two project presentations, assigning ratings of 5.0 and 4.0, respectively. This was the largest difference in ratings.

Other sessions, beside the 10 Title VII presentations and the two highest and four lowest-rated projects, found the other topics receiving ratings ranging from 4.3 to 4.7. These included: Conversations with MRC Staff 4.7, General Session 4.6, Writing a Title VII Grant 4.6 (two sessions), Wrap-up Session, 4.6, Conversation with Presenters 4,6, Informal Sharing Among Districts 4.5, Opportunity to Review Materials 4.5, and Announcements and Materials Sharing 4.5.

3. Summary. The very high ratings for the MRC sessions, including the sharing and conversational sessions, and the generally high ratings by Title VII project presenters indicate that the scope and depth of the Regional Workshop were appropriate and informative to Title VII and non-Title VII participants alike. The concurrent sessions afforded ample opportunities for participants to obtain information on topics of special interest. Except for the TEA Update, even the lower-rated workshops, by a Title VII Project and the EAC-East had ratings of 3.8 and 3.9.

Access to the professional community is also achieved through presentations by the SEDL/MRC staff at professional meetings and in seminars with university personnel. Also, the SEDL/MRC staff associates and consultants provide information about the SEDL/MRC in MRC-sponsored and non-MRC training sessions. Further, the SEDL/MRC staff participates jointly in other SEDL programs (e.g. rural and small schools, math-science initiatives, and school improvement services) in providing services to eligible clients. Thus, community awareness is promoted through a variety of outreach strategies.

Achieving awareness-outreach and a significant level of training for the 600 school districts in Service Area 8 with bilingual/ESL programs remains a concern. Many of these districts are small and are located in rural areas. These are targeted through the ESC network, as well as through direct services. On the other hand, special approaches are needed for the larger, urban districts. Two new staff initiatives were launched during 1992-93 on behalf of the larger districts.

For Garland ISD, a series of 15 Bilingual/ESL Institute sessions were provided following staff development technical assistance sessions with Dr. Wayne Pate. In this approach, campus teams were trained on topics in bilingual/ESL education. The Seminars were delivered over a five-month period and entailed 93 hours of instruction. Seven initial sessions reached about 150 persons, while subsequent sessions focused upon groups of about 25.

The Garland effort follows a similar large-scale project in the Dallas and Houston districts. Dallas received a series of two-day Professional Development Seminars in 1992-93. During 1993-94 district supervisory personnel conducted training of teachers. With Houston ISD, the SEDL/MRC staff planned, with the Multilingual Programs Division staff a series of three one-day trainer of trainer sessions during 1992-93 for bilingual, Chapter 1, and regular

program area supervisors. The SEDL/MRC staff and consultants delivered two of the three sessions and assisted the Houston ISD staff in conducting the third. Approximately 40 supervisors participated in the training. Following each session, the area supervisors met in groups with the Multilingual Program Division staff and developed training modules to use in training in their assigned schools. Training modules were used during 1993-94.

While the Dallas and Houston efforts followed a district-wide "trainer of trainers" model, the effort with Garland ISD employed an intensive teacher training institute model. Beginning in October 1993, after four months of planning between Garland administrators and SEDL/MRC staff, the effort was launched to train about 120 teachers and other school personnel to implement and improve bilingual education programs in Garland schools. The year-long training effort included 13 sessions totaling 87 clock hours. Besides formal presentations, the sessions included collegial coaching, classroom observations, and demonstrations.

In addition, two training sessions, totaling six hours, were provided to parents of LEP students in Garland ISD. Altogether, Garland ISD teachers, administrators, and parents received 93 hours of training during 19930-94, or about 11% of the MRC's total training effort during the year. The Garland, Dallas, and Houston efforts are exploring various training models that might achieve greater impact than occasional workshops in preparing teachers, administrators, and parents to work in bilingual/ESL programs. These various models were discussed and evaluated in the Focus Seminar and the Summer Institute for Principals, both of which are concerned with the preparation of professionals to work with LEP students.

The Garland model has been acclaimed by Garland administrators as "getting everybody moving in the same direction." From the training perspective, the

SEDL/MRC has observed that some of the sessions are lower-rated due to either being too broad-based and not specific enough for certain teachers or that some teachers are opposed to the district-mandated training. As a result, the comprehensive Garland model is susceptible to somewhat lower training ratings as it tries to promote district-wide change.

The SEDL/MRC has also been engaged in another approach that facilitates restructuring, initially at the campus level and later at the district level. This effort in the Houston School District, identified as the Practitioner/Researcher Dialogue or Practitioner-Researcher Connection, convenes external sources and key district administrators and staff who are preparing to implement an innovation, in this case Two-Way Bilingual Program. Working with the HISD Director of Bilingual Education and other key administrative staff, the SEDL/MRC planned, organized, and facilitated a jointly-sponsored session with the National Center for Research on Cultural Diversity and Second Language Learning. Research-oriented consultants and 125 practitioner-oriented district persons "linked up" in a conference and work session designed to explore Two-Way Bilingual Programs.

Presenters included Dr. Donna Christian, Center for Applied Linguistics and Dr. Kathryn Lindholm, San Jose State University, who presented on key features of Two-Way Programs and Student Outcomes in Two-Way Bilingual Programs. Two practitioners from California public schools presented on "effective instructional strategies in Two-Way Bilingual Programs. Participants in the July 22nd conference first met in groups organized by participant types and then in school cluster groups. In the Dialogue Model, researchers initiate "instructional conversations" by presenting their research and practitioners discuss implications for their own teaching and learning. Through this dialogue, practitioners explore the innovation, researchers get ideas for future research, and the district moves toward restructuring of its efforts on behalf of LEP and other students.

One immediate payoff of the dialogue is the receipt of Title VII funding by two Houston ISD elementary schools. Beginning in Fall 1994, a Developmental Bilingual Education Project will commence in the two schools which will serve as demonstration sites for other elementary schools. In this way, Houston ISD is moving from a campus-based restructuring project to a district-wide restructuring effort. Current concerns are with planning the implementation of developmental or two-way bilingual programs for minority language groups other than Spanish.

Other Professional Activities

The SEDL/MRC has achieved considerable visibility for its service delivery, materials and other resources, and professional contributions in preparing teachers and parents to work with LEP students. The SEDL/MRC Resource Center has been very important in the MRC's training effort. The collection of reference materials, numbering 6,837 items, provides a rich resource for both the SEDL/MRC staff and educators throughout the state. Although not a lending resource center, materials can be used on-site by educators and other eligible clients. Teachers, supervisors, and administrators have utilized the Resource Center. Since Austin is the site of many state meetings, the SEDL/MRC is increasingly visited by educators who tend to district business and then arrange consultation visits in the MRC.

In addition to its own acquisition of commercial materials and prepared training materials, the SEDL/MRC receives donated materials from the Division of Bilingual/ESL Education, Texas Education Agency. These materials include TEA guideline and implementation manuals, curriculum, and assessment materials developed by publishers and submitted for state approval. Recent acquisitions include early childhood, social studies, and ESL systems materials.

Other professional efforts include formal workshops at Title VII and other IHEs by the

SEDL/MRC on a variety of applied topics. These are undertaken at the request of the IHEs. Besides the workshops, the SEDL/MRC has had the lead responsibility for teaching academic credit courses in coordination with IHEs. These courses target specific need areas within districts. The Garland institute approach, mentioned above, is akin to the academic course model, but without the academic trappings.

Some of the SEDL/MRC-delivered workshops yield training credit. Until recently AAT credit courses (hours) were required for salary increases and promotion of teachers and administrators in Texas. This requirement has been eliminated by TEA. However, the MRC did provide a three-day Principals Institute that carried General Management Training (GMT) credit. The Principals Institute was attended by 52 persons, 36 of which received credit (up to 15 hours) for a total of 387 hours. The Institute provided participants, mostly principals and directors, strategies for leadership in programs for LEP students.

Finally, the SEDL/MRC is achieving a reputation in providing training programs for administrators in districts providing educational programs for LEP students. Special sessions for principals are incorporated into the Annual Regional Workshop. Also, the SEDL/MRC is continuing its support of the Texas Superintendent's Leadership Council, organized in 1990-91 and reconstituted in 1992-93 in keeping with the realignment of MRC regions. The Council, composed of nine superintendents who reflect the geographical regions within Service Area 8, serves as a planning forum for MRC administrator training and makes presentations at professional meetings. During 1993-94, the Council representatives presented at the Summer Institute for Principals, the Texas Association for Bilingual Education, and at the Focus Seminar on Bilingual/ESl Teacher Training. The Council's work may assist an individual school district or a cluster of districts, as well as advising the Texas Education Agency on educational programming for LEP students. The Chair of the Council, Dr. Charles

Bradberry is superintendent of the New Braunfels ISD.

Akin to the Superintendent's Council, a Principals Group has been established to provide guidance to the MRC on specific training needs of principals which are addressed in the three-day Summer Institute for Principals. Besides participation in the Regional Workshop and the Principals Institute, the group provides assistance with strategies for reaching and involving principals in bilingual/ESL education. The third annual Institute was conducted in July, 1994 and showcased exemplary programs, technology applications, integrated instruction, research applications, and other topics. Members of the Principals Group also participated in the Focus Seminar that addressed teacher retention.

Other Tasks and Accomplishments

Operationally, keeping track of training resources and numerous training activities requires an efficient computer-based accounting system. Such a system exists within the SEDL/MRC. Resources and items within the SEDL\MRC's assigned information gathering area are maintained in computerized files. New materials are screened, evaluated by staff, and assigned to areas within the Resource Center. Annotations are also prepared and entered in the computer files.

Also, the schedule of training and technical assistance and related budgetary matters are similarly maintained. Likewise, the completion of T/TA tasks is documented, making possible a variety of reports on the nature and cost of provided services. Such reports are used for ongoing monitoring and reporting and also for monthly reporting of T/TA sessions, number and type of workshops and participants therein.

The computer-based system also promotes the preparation of special reports, such as this Annual Performance Report. Data can be organized or disaggregated by month, presenter, location (district, region, super region), type of training, length of training, and

participation in training. In turn, all of these service categories can be related to participants' evaluation ratings.

For the present year, the new seven-item rating form was used in workshop evaluation. The categories now include: organization of the workshop, the usefulness of the workshop, the quality of the handouts, the effectiveness of the presenter, the overall quality, the appropriateness of the training, and the overall mean of the ratings.

The availability of these evaluation data helps to identify the strength and weakness of delivered training. Data also are used to assess workshops against criterion standards. Lower-scoring workshops are reviewed and analyzed. These same criteria are also emphasized by the MRC in planning of services to help ensure the relevance of training for various types of workshop participants.

A final area of accomplishment pertains to the effort to increase the number of Title VII CIP and non-CIP projects within the Service Area 8. Historically, Title VII projects have been concentrated in the border areas of Texas, which has now been assigned to Service Area 9. Other areas of Texas, especially within Area 8, have been historically underserved by Title VII. In 1992-93, 69% of the Title VII CIPs in Texas were located in Service Area 9, although only 29% of the Texas districts with LEP students are located in Service Area 9 and the total number of LEPs in Service Areas 9 only marginally exceeds the number in Area 8 (51% vs 49%). Further, Area 8 includes 53% of all Texas districts with bilingual programs and 77% of all districts with ESL programs.

A special effort by the SEDL/MRC is underway to increase the number of Title VII grants in Service Area 8. Accordingly, special proposal-writing technical assistance sessions and consultations are being provided for applicants. About three-fourths of the 52 technical assistance sessions provided through August, 1994, have focused upon program planning for

proposals. Complete data are not available to assess the effect upon proposals submitted and funded for 1994-95. However, results of the 1993-94 Title VII competition showed some payoff for these efforts. Of the 47 new CIP proposals submitted in Texas, 27 (57%) were from Service Area 8 school districts. Of the 11 newly-funded CIPs, six (55%) were in the SEDL/MRC Service Area. And, the number of CIPs in Service Area 8 showed a net increase from 14 to 16. For 1994-95 the number of CIPs in Service Area 8 will increase to at least 23.

Impact of the MRC

This section highlights the accomplishments of the SEDL/MRC in improving project management and methods of instruction of the SEA and LEAs within Service Area 8. Examined is the impact of SEDL/MRC services during the present year on recipients and potential recipients and the continuing needs of districts with LEP students in the state.

Assessment of 1993-94 Services

During the first 11 months of FY '94, the SEDL/MRC provided 121 workshops and 52 technical assistance (TA) sessions to 4,875 participants in 96 unique school districts plus six ESCs, seven IHEs, and two professional organizations. With the inclusion of seven scheduled workshops during September 1994, the SEDL/MRC will have provided 180 T/TA sessions for about 5,067 teachers, instructional aides, administrators, and parents from about 120 unique school districts and other educational entities.

As of August, 1994, 29% of the service activities were furnished to Title VII LEAs and 71% to Non-Title VII LEAs. At the end of the year, the percentages will be 28-72 in favor of Non-Title VII projects. At that time, the SEDL/MRC will have honored all T/TA requests from all 16 Title VII LEAs for 50 T/TA sessions and will have provided multi-district training and/or consultation to all 16 Title VII classroom projects. Also, the

SEDL/MRC will have provided 130 T/TA services to about 110 different Non-Title VII LEAs, ESCs, and other entities. By the end of the year, the SEDL/MRC will have impacted with T/TA services about 22% (N=120) of the approximately 545 school districts in Service Area 8 with LEP students, either through single district requestors or through the 13 ESCs that serve school districts within Service Area 8.

The very high effectiveness ratings assigned to all of the different workshop topic areas indicates another aspect of the impact of these services. The Overall Mean Rating for all workshops was 3.7, reaching a level that is 93% of the maximum rating (4.0). About 75% of rated workshops exceed the SEDL/MRC's rating criteria of 3.5. Evaluation ratings are slightly higher for Title VII and Non-Title services.

Teachers comprised about 72% of the 4,875 participants in training and technical assistance activities through August 1994, while administrators comprised 17%. Parents and instructional aides accounted for 11%. Seventy-seven percent of the service recipients, teachers and aides, are involved directly in the instruction of Limited English Proficient (LEP) children. Teachers participated in 127 (73%) of the 173 T/TA sessions through August 1994, aides in 12 (7%), and parents in 10 (6%) and IHE persons in 6 (4%). Administrators who constituted 18% of all training participants, participated in 34 individual sessions and 27 joint sessions, or 35% of all 173 T/TA sessions. The involvement of administrators facilitates the implementation of effective special language programs and, therefore represents a major SEDL/MRC training initiative.

Follow-up evaluation of SEDL/MRC training activities was again conducted with project directors and district administrators. In each the past six-years, evaluation ratings have been near the maximum 5.0 level. The 1993-94 results were again near 5.0 for both Title VII and Non-Title VII respondents. Comments indicated that the MRC training

contributed importantly to (a) improvement in quality, organization, and type of instruction and (b) enhancement of teacher morale and motivation.

Projections for 1994-95

In FY'94, Texas was served by two Multifunctional Resource Centers. The SEDL/MRC Service Area 8 includes 800 or 75% of the state's school districts, 545 or 71% of the districts with LEPs, and 208,600 or 49.5% of the 421,742 LEP students in the state. However, with its 16 CIPs, Service Area 8 had only about 30% of the CIPs in the state. During the 1993-94, the number of LEP students in Texas increased by 23,000 of which 14,600 (64%) were in Service Area 8! Given that at least seven new CIPs and one non-CIP (Special Populations) will be added for 1994-95, 23 CIPs and one non-CIP will be targeted for Title VII services. Three of these will be in their fourth and presumably final year of funding. Sixteen of the CIPs will be Transitional Bilingual Education projects, with five being Special Alternatives and two being Developmental Bilingual Projects.

Given the underrepresentation of Title VII CIPs within Service Area 8, a major effort has been and will continue to be to increase the number and percentage of CIPs within Service Area 8. Through program planning, technical assistance, and workshops that cite Title VII grant opportunities, there has already been an increase in the number of proposals submitted by districts in Service Area 8 and in the number of new CIPs funded. In 1993-94, six of the 11 new CIPs in Texas were in Service Area 8. For 1994-95, seven of the eight new CIPs, according to available information, are in Area 8, along with one of three new non-CIPs in Texas.

Through proposal planning assistance and other T/TA efforts, the SEDL/MRC is working to improve the number and quality of Title VII and other programs serving LEP students within Service Area 8. Only about 24% of Texas districts with LEP students offer

bilingual education programs and in Service Area 8 the percentage is 18%. Thus, more districts will have to offer bilingual programs for the increasing number of LEP students, while also expanding their ESL programs. Although about 80% of Texas and Service Area 8 districts offer ESL programs for LEPs, many of these districts will be needing to "move up" to bilingual education programs as the number of LEPs being served reaches the state's "trigger levels." Attention also needs to address the 11% of Service Area 8 LEPs who are not being served in bilingual/ESL programs, due to parental denials of participation and the unavailability of qualified bilingual, ESL, and special education teachers.

During 1993-94, the number of LEP students in Texas increased by 23,000. About two-thirds of these new LEP students are found within Service Area 8. Against an already existing shortage of bilingual/ESL teachers, about 750 more teachers were needed this past year to serve this increase of about 15,000 LEP students in Service Area 8. The annual projection is for 20-25,000 new LEP students to access the public schools of Texas each year for the foreseeable future with two-thirds of the increase being in Service Area 8. Against this backdrop of events, the SEDL/MRC plans to take the following steps.

Future T/TA efforts will need to continue the expansion of Title VII and bilingual education throughout Service Area 8, and especially in East and North Texas. Both of these areas are underserved by Title VII and have many districts that are relatively new to bilingual education. Seven new TBE/SAI/DBE grants will begin next year, four in the East (Houston area) two in Central Texas, and one in North Texas.

In addition to services provided by the MRCs, Texas LEAs will be served through the Education Service Center network and coordination resources that allow the SEDL/MRC to reach more districts and their instructional personnel. Collaboration with the ESCs, through the Turnkey workshops and other avenues, will be necessary to reach the many smaller

districts offering ESL programs and other districts preparing to provide bilingual education.

MRC workshops will feature special comprehensive and concentrated staff training sessions in districts. These efforts have begun in Dallas, Houston, and Garland districts which have large numbers of LEP students. Such campus-wide and district-wide efforts usually mandate the participation in training of all administrators and teachers serving LEP students.

District staff development effort will likely be spread over two-to-three days to accommodate the requests of district personnel for intensive, demonstration, and follow-up training. Districts can be expected to continue to move toward a staff development strategy whereby they employ longer workshops, more intensive topical workshops, and a serial approach to training. In order to meet the priorities indicated in a survey of teacher needs, districts usually offered a number of different workshops during the year to give teachers a potpourri of topics. These survey-type workshops, providing general-type information, are geared to teachers who are new to bilingual education and want to know about "hot" topics such as cooperative learning and integrated instruction.

In areas of severe teacher shortage, MRCs will continue to provide college credit courses, through coordination efforts with universities, where regional IHEs are unable to meet the inservice training requests of school districts.

While the more general types of workshops provide a good information overview, longer workshops, or a series of workshops, are required to help teachers to be able to apply the information. Through the staff development literature presented to project directors by the SEDL/MRC, district staff development planning is urged to focus more upon training to help teachers apply knowledge and to have followup training or demonstration teaching as part of the applied learning process. While the informational workshops communicate information, a

series of application steps is necessary before a teacher is able to implement a new approach or activity.

District administrators are beginning to realize that special language programs for LEP students require their involvement and a process approach to teacher training. They are more attuned to the needs of teachers (i.e. listening to teachers) in implementing educational changes, and they perhaps better understand that innovative methods require special materials, different strategies, and modified classroom arrangements. The MRCs will increasingly be asked by districts to provide training and technical assistance for administrators to support the implementation and enhancement of special language programs.

In addition to processing requests from Title VII and Non-Title VII LEAs, universities with Title VII teacher training grants, and professional organizations in bilingual/ESL education can be expected to increase their requests for MRC services. IHEs desire the "how to" MRC seminars for their undergraduate and graduate students. This development will permit the MRCs to further extend the service delivery network to impact greater numbers of current and future teachers of LEP children. Several IHEs already assign trainees to work with MRC staff.

Request for services from Non-Title VII projects are projected to increase. The anticipated increase is expected to result from increased LEP enrollment, legislative changes for improving services to LEP and at-risk (dropout-prone) students, the number of Even Start projects in the state with emphasis upon family literacy, and a greater awareness of the services available to them from the MRC network. A further heightening of demand for services derives from the emphasis within the state on improving students' overall achievement and higher-order thinking skills on the Texas Assessment of Academic Skills (TAAS) battery. Further, the America 2000 emphasis on mathematics and science will result

in greater demands for newer strategies to help LEP students to greater achievement through "integrated language and content instruction." In 1993-94, 72% of T/TA sessions were conducted for Non-Title VII districts.

Among workshop topics, ESL topics, Language Learning Strategies, Sheltered Instruction, and Integrated Instruction will continue to be heavily requested and will account for about 50% of all MRC workshops. Integrated instruction is the newest approach in language learning. These strategies require modifications of both instructional arrangements (classrooms, use of instructional aides) and the behaviors of teachers, instructional aides, and students. The MRCs will help bring about these educational changes.

The effective schools, school restructuring, and site-based management initiative, including special instructional applications for LEP students, will remain heavily emphasized within the state. The effect of site-based management has been to get closer involvement of administrators in programs for LEPs.

Alternative education programs for LEP students who are unable to perform in traditional and bilingual/ESL classrooms will increase. One of the two Academic Excellence (AE) projects in Texas (Giddings State School) disseminated an alternative education model but funding has lapsed. The SEDL/MRC has been instrumental in disseminating information on the Giddings AE Project and finding adopter sites. Assistance is also provided to the other AE Project on early childhood in the state.

Requests for parental involvement workshops for teachers and administrators are expected to increase and expand in content so as to include greater emphasis on parenting techniques in promoting early language and literacy development of their children and other activities that involve parents in the education process. Adult ESL and literacy training and materials will be in demand to promote family literacy as districts see the need to train both

parents and their children.

Technical assistance efforts on program planning and implementation and staff development undoubtedly will increase as the new Title VII legislation is implemented. Also, more Non-Title VII LEAs will ask for assistance in applying for Title VII grants. This is especially so considering the scarcity of education funds within the state and the new direction of ESEA reauthorization.

Administrator training will become increasingly important. Both superintendents and principals will need to be better trained on procedures related to the education of LEP students and to provide leadership in their districts. Special sessions for principals will be provided in the Annual Workshop, T/TA sessions, Principals Institute, and other meetings. The Summer Institute for Principals will expand management training for bilingual and monolingual principals and award management training credit.

Due in part to previous outreach and coordination efforts with IHEs, about one-third of the 29 Texas IHEs in Service Area 8 offering bilingual/ESL programs are expected to apply each year for Title VII professional development grants. Currently, 10 IHEs in Area 8 have Title VII EPT grants, two have short-term training grants, and five have Fellowship grants. Through coordination efforts, MRCs will provide statistical data and literature to IHEs and facilitate information-sharing among universities. The SEDL/MRC has been bringing IHEs and state professional groups together to facilitate teacher development and retention.

An expansion is expected in the alternative certification programs within Texas, whereby individuals with college degrees in non-teaching areas can earn teaching certificates in bilingual/ESL through a combination of academic work and supervised classroom instruction. As school districts develop and use alternative certification procedures to develop their bilingual and ESL teachers, the MRCs will be called upon to provide training sessions

for these newer teachers of LEP students. Many of the alternative programs are in the ESCs, 13 of which are in Service Area 8.

Through both training and coordination efforts, the MRCs will have an opportunity during 1994-95 to participate in the educational reform developments within Texas and the nation by assisting districts to develop bilingual/ESL programs and improve the quality of instruction for LEP students. Confronted with educational changes that are likely to keep LEP students in bilingual/ESL programs longer with reduced funding, Texas districts will be looking to the MRCs for more and better instructional strategies and materials. Those districts will also be responding to the arrival of 15,000 new LEP students each year and will be seeking information, technical assistance, training, and funding for restructuring their programs for LEP students.

III. SPECIAL INFORMATION GATHERING AREA

The particular information gathering area assigned to the SEDL/MRC is English Literacy for LEP Students. As the the SEDL/MRC has interpreted this topic, it encompasses three major areas: (a) instructional methodologies and practices, (b) instructional materials used in teaching students or for training teachers, and (c) organizational patterns for instruction (i.e., program design).

Information and materials that address instructional methodologies and practices treat (a) research on and theoretical assumptions about how literacy other than in one's first language is learned (i.e., English literacy for students from non-English backgrounds) and (b) application of the research findings and theoretical assumptions to teaching and learning. Practices (i.e., techniques and strategies) of a general nature that are consonant with a given theoretical view are then derived and elucidated.

Application of a given theoretical view is reflected in the design and content of instructional materials. That is, instructional materials built around a given theory of second language literacy reflect those assumptions associated with the theory, both in the material contents (what is taught) and in the approach to instruction (how the identified content is to be taught and/or learned). Instructional materials generally are of two types: (a) those for use by students, which commonly are accompanied by teachers manuals that guide teacher behavior in the delivery of instruction and (b) those for use by trainers who prepare teachers to use either a particular methodology, a certain approach, or a given set of materials.

Materials that treat instructional methodologies and practices do not, as a general rule, address program design or the issue of how best to organize students for the delivery of instruction. Whether one elects to develop English literacy skills for LEP students through a bilingual education program, an ESL pull-out program, a sheltered English program, or

through various kinds of immersion programs, the theoretical assumptions about how second language literacy is taught and learned, methodologies, practices, and the instructional materials based on these beliefs do not change. Thus, program design and organizational patterns are based on other considerations such as a favored strategy for fostering cognitive growth and academic achievement while students are in the process of learning to read and write in English, or as in some cases, the exigency of the local situation. Nonetheless, organizational patterns may affect the rate and extent of English literacy acquisition by LEP students and are, therefore, of considerable interest to those policymakers and educators responsible for the education of LEP students.

The SEDL/MRC believes that the knowledge base underlying its assigned information gathering topic encompasses, at a minimum, the three components discussed above. One of the goals of the information gathering task is to develop a knowledge base for use by the SEDL/MRC staff in training and technical assistance activities conducted in Service Area 8. The content of this knowledge base is included in both tangible items (e.g., relevant documents, books, research reports, workshop materials) and non-tangible resources in the form of knowledge and expertise of the SEDL/MRC staff. A second goal is to share this knowledge base with staff members of other MRCs and to make it available to the funding source and to NCBE for dissemination to other educators, researchers, and policymakers.

To accomplish the above goals, four objectives have guided the work of the SEDL/MRC under this task:

- to establish a resource center;
- to develop a computerized resources file that allows easy location of specific materials and information as needed;
- to systematically expand and update the knowledge base and expertise of the SEDL/MRC staff; and

- to routinely provide information to other MRCs, the NCBE, and OBEMLA. Information is made available to others on request.

During 1993-94, progress has continued toward each of these objectives. The process that is employed by the SEDL/MRC staff in accomplishing these objectives is presented below.

In the first step of the process, the SEDL/MRC staff uses established criteria for selection of materials for inclusion in the Resource Center. To meet the criteria, materials have to (a) be research based, (b) reflect current and accepted (by the field) theoretical assumptions, and (c) be potentially useful and practical for training and technical assistance activities. Materials are requested and obtained from a variety of sources, such as Staff Associates, directors of university-based bilingual education/ESL teacher training programs, Title VII workshop participants, publishers, TEA, NCBE, and other professional sources. Selected items are added to the Resource Center, which was initiated in 1986-87, with SEDL's relevant educational collection, database materials, and other items.

In the second step, newly-acquired and accepted items are catalogued and entered into the database. Each item is initially classified into one of four broad classifications: ESL/Instructional, ESL/Professional, General/Instructional, or General/Professional. The first two ESL classifications define the SEDL/MRC's information gathering area. The "general" categories consist of general, or broad, resource materials that support the information gathering area. Then, each item is assigned appropriate descriptors from a list of 74 descriptor terms, which are identified in Exhibit 34.

Exhibit 34
DESCRIPTORS FOR RESOURCE CENTER

INQUIRY FOCUS

1	Theory	Models, Speculations, Synthesis of prior Research
2	Research	Action, Experimental, Survey Research, not including Evaluation
3	Issues	Speculative discussions of general problems and conflicts
4	Evaluation	Quantitative and Qualitative studies of program effectiveness
5	Measurement	Statistical techniques applied to Achievement, Progress, or to other Variables related to education
6	Application	Implementation, Applications, Method of application of a focus or means or application of other concepts

MEANS

11	Instruction	Methods, Techniques, Ideas for Teaching & Educating
12	Management	Strategies used by Authorities to Implement Policies, and Programs to reach Goals and Objectives
13	Training	Typically used with In-Service for Teachers
14	Technology	Computers and Machine-Based Education
15	Planning	Planning related to Implementation of Policies, Means, Theories, Programs, etc

POLITICAL UNIT

21	Foreign	Not Indigenous to the US, Foreign Extraction, Foreign Countries, Recent Immigrants
22	Minority	Minority Language Speakers, Minority Cultures and/or Subcultures, Also used with other descriptors such as Cultural, Program, Issues, etc
23	National	Refers to Concerns affecting the US as a whole
24	State	Concerns affecting any Particular State(s)
25	School	Concerns related to the School as a unit or Institution
26	Classroom	Concerns that relate to Particular Physical Classrooms or Activities within the Classroom
27	Teacher	
28	Student	
29	Parent	

GRADE LEVEL

31	Preschool
32	Elementary
33	Middle
34	Secondary
35	College
36	Adult

INSTITUTIONAL FACTOR

41	Organization	Refers to any Organization related to education of way of Organizing Educational Processes
42	Education	Refers to Institutions or Subject Matter related to Education in general rather than the process of teaching itself
43	Policy	Decisions, Suggestions, Recommendations, Orders that affect or determine Processes within Organizations and Institutions
44	Program	A particular set of operations used to carry out some goal
45	Curriculum	Information related to Curriculum Levels in general and to Theories about, Research of, or Recommendations for Curricula
46	Materials	Textbooks and Classroom or Training Literature or other Instructional Media

ASPECT OF POPULATION

51	Cultural	Identifiable large groups within the total population, Ethnic, Subculture, Folkways and Customs of Majority and Minority Subgroups within the US or other Nations
52	Social	Concerns Interrelationships among peoples and their Patterns, Dynamics, and Practical Consequences
53	Psychological	Emotional, Intellectual, Behavioral, Personal Aspects and Processes pertaining to Individuals
54	Linguistic	Anything related to Language per se, regardless of Language Modality and excluding Language Instruction and Language Learning
55	Developmental	Processes by which the Individual Development considered independently from Educational Effects or Procedures used to Improve or Facilitate anything
56	Proficiency	Skill Acquisition that meets some Criterion Level
57	LF	Foreign Language, Teaching Foreign Language to English Speakers
58	LB	Language Instruction that emphasizes instruction in the Primary Language as a basis for instruction in a Secondary Language, Programs that emphasize Varieties of Simultaneous Instruction in Primary and Secondary Language
59	L2	Secondary Language, English as a Second Language, Teaching ESL

CURRICULUM

61	Language Arts	Instruction in any or all of the four primary skills of Language Usage-Reading, Writing, Listening, Speaking
62	English	Specifically related to Instruction in the English Language
63	Math	
64	Science	
65	Social Studies	
66	Whole Language	

LANGUAGE MODALITY

71	Listening
72	Speaking
73	Reading
74	Writing

LIBRARY CLASSIFICATIONS

EI	· ESL/Instructional
EP	· ESL/Professional
GI	· General/Instructional
GP	· General/Professional

BEST COPY AVAILABLE

As of August 31, 1994, all materials obtained have been catalogued, descriptors assigned, and pertinent data on each item entered into the computerized resource file. Currently, there are 4,616 unique and 6,837 total items in the Resource Center holdings including 5,240 books and related materials and 1,597 journal file items. Approximately 76 of these items (e.g., tests and early childhood, social studies, and ESL materials) were obtained from TEA.

In the third step, annotations are prepared for selected items in the information gathering area. As of August 31, 1994, some 353 annotations have been completed. These annotations are succinct and specific; a sample listing is included as Exhibit 35.

Exhibit 35

Sample Annotated Listing

Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach.* New York: Addison-Wesley.

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model that was developed to meet the academic needs of students learning English as a second language in American schools. The intent of this book is to provide a foundation for using CALLA, offer practical guidelines for designing a CALLA program, and propose suggestions for implementing CALLA in science, social studies, mathematics, and language arts. This book is intended for use by all school district personnel who work with students learning English as a second language.

During 1993-94, work also continued on the Articles File that supplements the main Resource Center file. This file includes magazine articles, professional papers, newsletters, journal articles, chapters of books, anthologies, mini-bibliographies of NCBE and other agencies, and SEDL/MRC-prepared training handouts. The Articles file is especially valuable in the preparation of training materials by MRC staff and Staff Associates. Each item of the file is classified into one of 29 topics (see Exhibit 36), referenced to the original source, and assigned a file designation. As of August 31, 1994, the Articles file contained 1,597 items, of which approximately 75% specifically address the SEDL/MRC's information gathering area.

In terms of developing staff expertise, all professional training staff members are involved in evaluating materials and in preparing annotations of materials specific to the designated information area. The staff routinely shares information with each other, both formally and informally. Similarly, as part of professional development for the SEDL/MRC staff, both core staff and Staff Associates, the training staff have been assigned in such a way that each person has had the opportunity to observe and assist in training sessions conducted by another staff member or a Staff Associate. In addition, orientation and training sessions are held with Staff Associates in which time is devoted to the assigned information gathering area, soliciting recommendations for relevant materials, examining current holdings, and discussing current trends in teaching English literacy for LEP students.

Exhibit 36

Article File Descriptors

1. Bilingual Education
2. Bilingual Education Guidelines
3. Bilingual Education Laws/Policy
4. Bilingual Education Methods
5. Classroom Management
6. Cooperative Learning
7. Early Childhood
8. Effective Schools Literature
9. ESL/Second Language Acquisition and Literacy
10. Parent Involvement
11. Teacher Evaluation/Appraisal System
12. Thinking Skills
13. Teaching Strategies/Activities
14. Assessment/Evaluation
15. Training Methods/Strategies
16. Content Area Instruction
17. Tests
18. Test Taking Strategies
19. Computer Assisted Instruction
20. Other Languages
21. Gifted
22. Handicapped Physically/Mentally
23. At-Risk/Dropout Prevention
24. Statistical Data
25. Asian
26. Migrant/Refugee Issues
27. Whole Language
28. Learning Styles
29. Miscellaneous

ARTICLE CLASSIFICATIONS

EI- ESL/Instructional
EP- ESL/Professional
GI- General/Instructional
GP- General/Professional

The SEDL/MRC has the capability at present to conduct a customized search of the holdings in the Resource Center and the Articles files and to provide a computer printout of relevant materials on general or specific topics. Search requests can be processed more expeditiously, due to improved technology. Searches that previously took 30 minutes can now be done in two minutes. Searches are done at the request of SEDL/MRC staff members and Staff Associates (for use in training activities), staff members of other MRCs, and OBEMLA staff. In addition, personnel from TEA, area school teachers and supervisors, and graduate students from local universities have come to the Resource Center to peruse materials.

The SEDL/MRC director attended a two-day Information Sharing Meetings, sponsored by OBEMLA, in Newport, Rhode Island on August 24-26, 1994. As a result of formal sharing of information and informal discussions held there, the SEDL/MRC and other MRCs are better prepared to utilize the resources of the MRC network. In addition, over the course of the year, the SEDL/MRC has created a file for each of the MRCs that contains documents and materials distributed by or requested from the various MRCs on their special information gathering area.

IV. FUTURE TRENDS, PLANS, AND UNRESOLVED ISSUES

Future service delivery within Texas must consider (a) the changing characteristics of the Texas public school enrollment, (b) increases in the LEP student population, (c) developments in educational programming for LEP students, (d) educational developments in teacher training and academic priorities for regular and LEP students, and (e) state and national priorities and funding considerations.

A. Public School Enrollment. In 1986-87, Texas public school enrollment was 3.21 million. In 1993-94, the enrollment reached 3.61 million, an increase of 12.5% over the seven-year period. The annual rate of increase of 1.8% is expected to continue.

Anglo public school enrollment has been declining, as a percentage of total enrollment. In 1989-90, Anglo enrollment was 50.2% of total public school enrollment. In 1993-94, Anglo enrollment was 47.7% of total enrollment, while the non-Anglo enrollment reached 52.3%. Non-Anglo enrollment began to exceed Anglo enrollment during 1990-91 (50.5% vs 49.5%).

While Anglos account for 47.7% of total enrollment, Hispanics account for about 35.6%, African-Americans 14.1% and Asian/American Indians 2.4%. Hispanic enrollment has increased by 3.6% per year since the 1986-87 school year and now numbers 1.28 million. The Hispanic enrollment has increased by about 44,000 students each year for the last five years (since 1988-89).

B. LEP Student Enrollment. Over the last five years, the state LEP student enrollment as a percentage of total public school enrollment has increased from 8.4% to 11.7%. In actual numbers, school districts identified 268,264 LEP students in 1986-87 and 421,742 in 1991-92. During this seven-year period, 1986-87 to 1993-94, annual LEP enrollment in Texas public schools increased by 153,478 students, or 57.2%, an annual

increase of 8%, or about 22,000 students. About two-thirds of the annual increase is in Service Area 8.

Among LEP students, Hispanics account for 93%. Asian and other groups account for the remaining 7%. About 30% of all Hispanic students and 17% of Asians students are classified as LEPs.

C. Educational Programming for LEP Students. At the state level, about 49% of Texas LEP students are served in bilingual education programs and 37% in ESL programs. Within Service Area 8, the 208,599 LEPs are served as follows: Bilingual Education Programs 41%, ESL programs 48%, Special Education 6%, and Other Programs 5%. "Other Programs" serve LEP students in regular and special programs due to parent denial of bilingual services or unavailability of bilingual/ESL teachers.

Of the 1,065 school districts in Texas, 800 are in Service Area 8. Of these, 545 have LEP students. Of the 545, 96 offer bilingual education programs and 449 offer ESL programs. The remaining districts either do not have LEP students or serve the small number of LEP students in other programs.

Bilingual programs must be provided at K-5/6 if at least 20 LEP students from one language group are enrolled at one grade level. ESL programs are mandated at the secondary level and at the elementary level if the enrollment minimum for a bilingual education program is not met.

D. Educational Developments at the State Level. Legislative action on school finance has sought newer alternatives to the distribution of state funds to school districts. Recent legislation seeks to redistribute local funds from richer to poorer districts, However, the redistribution formula appears to be resulting in a total reduction of funds to districts, especially the smaller, poorer ones. It remains to be seen how this redistribution will work,

but many districts are having to reduce expenditures and educational programming for students, including LEPs, at the same time that LEP enrollment is increasing and teachers are in short supply.

E. State and National Initiatives

Regardless of the funding reductions, some instructional changes for LEPs have been mandated by the Texas Education Agency. The changes increase the length of ESL instruction and require higher standards for exiting LEP students. For many districts, the effect will be to increase the length of time that a LEP student spends in a bilingual program. There could also be an increased effort by districts to identify and employ alternative materials and strategies with these students. Also, funding alternatives are being sought. There is great interest by districts on ESEA reauthorization and grant funds to carry out educational restructuring.

The persistent needs in regard to serving LEP students are (1) to improve the quality of instruction for LEP students through teacher training in bilingual/ESL education, (2) develop additional bilingual/ESL teachers through regular, endorsement, alternative certification, and staff development programs to serve an annually-increasing number of LEP students, (3) improve the academic and language skills of LEPs by reorganizing classrooms and instructional programs, and (4) reduce the dropout rate and improve the number and quality of high-school graduates. To address these needs, the MRC has opted to play a greater role in teacher preparation. In terms of improving academic achievement, the MRC is helping districts to provide enhanced materials in math, science, and problem-solving and techniques for improving the higher-level skills of students. TAAS, the state minimum skills test battery, emphasizes higher-level thinking skills. The state is also adding more TAAS content tests and more tests in Spanish.

Relevant to Title VII, Texas probably had 45 Title VII Classroom Instructional Projects (CIPs) in operation during 1993-94 and will probably have about the same number in 1994-95. The number of CIPs was 27 in 1986-87. Three Developmental Bilingual Projects, the first ever in Texas, began operation in 1992-93. Within Service Area 8, the number of CIPs will increase to 23 (from 16), as the number of bilingual/ESL projects in North Texas and East Texas have increased in response to the influx of LEP students.. For 1994-95, the number of Special Alternatives will be 5, Transitional Bilingual projects 16, and Developmental Bilingual projects two. There will also be one non-CIP, the Jacksonville ISD Special Populations (Early Childhood) Project.

The SEDL/MRC has been in the forefront of activities that address the persistent needs for training teachers to provide improved services to LEP students. As indicated in the earlier section on "Impact of the MRC," the SEDL/MRC was engaged in a number of activities to improve the quality of instruction through teacher training activities and coordination-collaboration with other agencies which are providing instructional services and support for teachers of LEP students. From the perspective of the SEDL/MRC, the following trends and topics for 1994-95 are identified:

(1) As usual, priority services will be given to working with the 23 or more CIPs, especially the seven first-year CIPs including five Transitionals, a Special Alternative, and a Developmental Bilingual. Title VII Projects will receive about 30% of training/technical assistance (T/TA) services. As new CIPs are funded, the MRC will be called upon to increase the percentage of services to Title VII projects. Program planning and implementation T/TA sessions will also be in demand for new and other projects.

(2) Non-Title VII districts will receive about 70% of the training and technical assistance (T/TA) services from the MRC during 1994-95. With greater awareness of MRC

services, greater number of LEPs (14-15,000 each year in Service Area 8), and the pressure of the state initiatives to improve LEP students' academic performance, more requests from Non-Title VII districts can be expected. Many smaller districts will seek help in planning for the implementation of new bilingual/ESL programs. Many districts, both smaller and larger that are affected by loss of state funds will seek help with staff development activities from the MRC.

(3) Teacher training sessions will focus heavily on ESL Methods, ESL in the Content Areas, Whole Language, Language Acquisition, Integrated Instruction, Cooperative Learning, Use of Technology, and the Goals 2000 emphases.

(4) Requests for workshops on Teaching Higher-Order Thinking Skills to LEP students will increase. Integrated Instruction workshops will address general reasoning strategies and how to blend these strategies with ESL and content teaching. The ultimate concern of teachers and their districts will be how well their LEP and Non-LEP students do on the new Texas Assessment of Academic Skills (TAAS) tests.

(5) While science and mathematics instruction and literacy development will continue to be emphasized by districts, the overarching concern for LEP students will be to improve their general reasoning skills so that they can pass the TAAS and enter the regular, mainstream program. Writing is an area of weakness on the TAAS for LEP students.

(6) The trend away from one-to-two hour workshops will continue, as districts and teachers press for more intensive training and hands-on assistance in six-to-eight hour workshops. Demonstration teaching workshops by the SEDL/MRC will be increasing as MRC staff are called more frequently into actual classrooms to observe and work with teachers.

(7) The full day workshop is a reality, even though Advanced Academic Training

(AAT) programs, whereby teachers earned credits for professional development, are gone. Because of the AAT experience, districts are more willing to allow teachers to choose their training topics and be away from their classrooms for a full day. Since workshops of five hours are typically higher-rated than longer workshops, longer workshops (six-to-seven hours) will have to be especially interesting and meaningful to teachers. Evaluation data show that workshops over seven hours experience lower evaluation ratings.

(8) More districts will see the value of a series of workshops on a topic, instead of a single session here and there on diverse topics. Staff development programs in districts will request the range of general, specific, and observation/demonstration workshops.

(9) Technical assistance sessions will continue to increase in number and length, as districts call upon the MRC to help with program planning, staff development planning and proposal planning.

(10) Academic-credit ESL workshops will expand. These workshops are designed to help districts increase the supply of bilingual and ESL teachers and conform to the academic course requirements of institutions. The reality is that most IHEs cannot meet district's needs for evening and weekend courses. Since teachers cannot attend day classes and IHEs do not have staff and resources for off-campus workshops, the SEDL/MRC will provide weekend courses in collaboration with IHEs. To date, nine academic credit courses were organized and delivered by the MRC for 132 teachers in West and East Texas with support of the IHEs. Other regions of the state are in need of academic credit workshops, such as Central Texas, Northeast Texas, and Northwest Texas.

(11) As districts and education service centers increasingly design their alternative certification programs and receive approval from the Texas Education Agency, the MRC will be asked to assist in providing the necessary training to prepare bilingual and ESL teachers.

(12) The MRCs will be "torn" between requests for extensive vs. intensive services, that is, allocating services to districts which want a series of workshops (including academic-credit courses) versus allocating services to districts who want one or two sessions. The impact of the former is likely to have a greater effect upon teacher and instructional quality, while the impact of the latter is reaching a larger potential audience of teachers who are relatively new to bilingual/ESL education.

(13) Cooperative efforts with the 13 Education Service Centers (ESC) will grow. Activities are now focused upon six or seven ESCs. In addition to Turnkey-type workshop sessions, the MRC may be preparing ESCs to do more and more workshop topics for districts in their regions. The SEDL/MRC has been benefitting from the multiplier effect as Centers do their own training after being trained by the MRC. Some ESCs are asking for more workshops from the MRC, both on Turnkey and regular topics. This year, the SEDL/MRC provided 20 T/TA sessions in/with ESCs for about 700 participants. ESC-based training is essential in reaching the numerous smaller districts who are comfortable within their regions and get most of their services through arrangements with the ESCs. Each of the 13 ESCs in Service Area 8 serve about 62 school districts in accounting for the 800 school districts in the Service Area.

(14) The MRC will focus more attention on impacting school administrators in districts that have concentrations of LEP students. The SEDL/MRC-sponsored Texas Superintendents' Leadership Council addresses educational issues involving LEP students. Also, the Annual Summer Institute for Principals held annually since 1992, prepares administrators to work with LEP students. About 150 administrators have been trained through the Summer Institute. A planning team of principals in the region continues to document for the SEDL/MRC the needs of principals. Followup training for the trained

principals has been requested by principals. School administrators skilled in organizing and providing services to LEP students are needed throughout the state.

(15) Workshop presentations in IHEs will increase as the SEDL/MRC staff is recognized for its how-to, practical approach. Workshops requested by IHEs will embrace such topics as ESL materials development, cooperative learning, the whole language approach, integrated instruction, and parental involvement. These workshops will reach bilingual teacher trainees and other teachers in many districts who are enrolled in university courses leading to degrees and endorsement in bilingual/ESL education.

(16) Cooperative relationships with IHEs in providing joint MRC/IHE-taught courses will increase as the SEDL/MRC is recognized as a leading training resource.

(17) Closer working relationships between the two Texas MRCs and the Texas Education Agency could contribute to streamlining services to districts and sharing information and programs. General sharing among MRCs in the nation will expand. SEDL/MRC will work closely with EAC-E on alternative assessment training.

(18) The MRC will provide increasing dissemination assistance on a variety of innovative programs, such as those in the National Diffusion Network, Title VII Academic Excellence, and State-Identified Exemplary Programs. Also, the MRC will disseminate information on exemplary materials that it has identified in school districts through its training efforts.

(19) Greater awareness of Title VII programs and scarce resources in many districts, both large and small, will result in more districts requesting more program/planning and proposal development assistance from the MRCs and TEA. Districts want more "how-to" training in designing programs and preparing proposals. Planning with TEA is needed to encourage and assist more Texas districts to prepare Title VII grants applications and obtain

funding. Texas is well behind other large states in the number of Title VII grants.

(20) The MRCs will perform special training in connection with the Goals 2000 objectives, concerning early childhood education, math/science and problem-solving skills, student retention, and adult literacy development. The adult literacy area is an emerging area for training and is part of the SEDL/MRCs's information-gathering area. A Literacy course was taught by the SEDL/MRC and the Universtiy of Houston during Fall 1993 for 13 Houston area teachers seeking ESL endorsement. Collaborative efforts by the MRC with IHEs, businesses, TEA, ESCs, and other educational and state agencies will be required to accomplish the objectives.

REFERENCES

Texas Education Agency. (January, 1994). *Bilingual education fall survey, 1992-93.* Austin, TX: Author.

Texas Education Agency. (March, 1994). *Bilingual programs in Texas.* Austin, TX: Author.

APPENDICES

APPENDIX A

LEA Needs-Sensing Survey

SEDL/MRC NEEDS-SENSING FORM

Introduction. The SEDL/MRC is authorized to provide services (i.e. information, technical assistance, and training) to educational personnel and parents participating in, or preparing to participate in, programs that serve Limited English Proficient (LEP) students. The SEDL/MRC provides services to both Title VII projects and other projects serving LEP students.

This form solicits your cooperation in helping the SEDL/MRC identify services needed within your district and region. Thank you for your time and consideration in completing this form.

A. Descriptive Information.

1. District:_____ Respondent:_____

2. Respondent's Title:_____

3. Respondent's Address:_____

4. Respondent's Phone Number/Extension_____

5. Does your district have a Title VII Project? ____ No ____Yes
(If "Yes," complete the following; if "No," skip to Item 6)

   a. Starting Date:_____ Number of Funding Year:____

   b. Grades Served:_____ Approx. Number of Students:_____

   c. Language Groups Served:_____

6. Does your district have a State Bilingual Program:___No ___Yes

   a. Grades Served:_____ Approx. Number Students:_____

   b. Language Groups:_____

7. Does your district have a State ESL Program: ____ No ____ Yes

   a. Grades Served:_____ Approx. Number of Students: _____

   b. Language Groups:_____

8. What are the usual sources of staff training and technical assistance used by your district in connection with the training of teachers, aides, parents and administrators involved in your bilingual and ESL programs?

B. Technical Assistance/Training Needs.

9. What do you see as the major needs of LEP students at various grades or levels in your district during 1994-95?

10. What do you see as the major technical assistance/training needs of various groups, such as parents, teachers, instructional aides, administrators, and others, in connection with district programs for LEP students during 1994-95?

Parents:

Teachers:

Aides:

Administrators:

Other:

11. If possible, please indicate the priority activities that you hope to accomplish during the 1994-95 school year in regard to improving instructional services for LEP students and the various groups serving LEP students?

12. What services (information, technical assistance, training) do you see the MRC possibly providing to your Title VII Project during the 1994-95 school year (January-September)?

13. What services (information, technical assistance, training) do you see the MRC possibly providing to your State Bilingual program or State ESL program during the 1994-95 school year?

C. Request for SEDL\MRC Services.

Please use this page to request information, technical assistance, and training (workshops) from the SEDL\MRC. Please indicate:

(a) the nature of the services desired, including the topic and a brief description of the content,
(b) number and type of participants, and
(c) preferred dates (first and second choices).

PLEASE BRING THE COMPLETED FORM TO THE REGIONAL WORKSHOP OR MAIL NO LATER THAN NOVEMBER 1, 1994 TO:

SEDL\MRC, Southwest Education Development Laboratory
211 East 7th Street, Austin, Texas 78701.

A postage-free envelope is supplied.

I. Workshops Requested

II. Information and/or Technical Assistance Requested

III. Additional comments on the nature of services requested and other considerations and suggestions

District:_____ Date:_____

Requestor's Name/Title:_____

Type of Project:_____

Phone Number/Extension:_____

THANK YOU FOR YOUR TIME AND CONSIDERATION!

APPENDIX B

SEDL/MRC Service Request and Modification Form

SEDL/MRC Service Request and Modification Form

Date_____ Original Request _____ Date _____ Modification_____
(Initial) (Initial)

Request Made By: _____

Telephone: _____

Workshop Information:

Workshop Date _____ Workshop Time _____

Topic: _____

_____

Presenter _____ Routed to Presenter _____

Sponsor _____

Districts Attending _____

Location (City) _____

Participants _____

Grade Level(s) _____ No. of Participants _____

Year and Funding Source _____

(Check only one) Training _____ Technical Assistance _____

Priority (1, 2, or 3) _____ Turnkey (Y/N) _____ AAT Credit (Y/N) _____

Routed to Judy _____(WS#) Modified by Judy _____
(Initial/Date)

Cost and Scheduling Information

Air Fare _____ Car Rental _____ Mileage _____

Lodging _____ Other _____ Per Diem _____

Consulting _____ In conjunction with another trip _____

_____ _____
(Approved) (Disapproved)

Routed to Maggie _____ Entered by Judy _____

TA _____ Consul. Agreement _____ Req. for Consul. Services _____ Packet _____

APPENDIX C

Service Agreement

Sample Service Agreement

SEDL/Multifunctional Resource Center
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701
(512) 476-6861

SERVICE AGREEMENT

The SEDL/Multifunctional Resource Center (SEDL/MRC) will provide to the **********, at no cost to the district for allowable expenditures (see below), the following training/technical assistance sessions:

SEE ATTACHMENT, PRINTOUT DATED ********

Allowable Expenditures: for the above training/technical assistance sessions, no costs will be incurred by the school district for the following:

(a) SEDL/MRC-assigned personnel to conduct the sessions;

(b) allowable travel expenses incurred by the SEDL/MRC-assigned personnel;

(c) materials required by the SEDL/MRC-assigned personnel for the training/technical assistance sessions.

Other expenses anticipated by the school district in the conduct of the above training sessions must be negotiated with the SEDL/MRC in advance.

Procedures: The SEDL/MRC staff will (a) plan with the school district's designated contact person all of the above training/technical assistance sessions; (b) select and assign personnel to conduct the planned sessions; (c) conduct the training/technical assistance sessions as planned; and (d) conduct a participants' evaluation of each training/technical assistance session. On request, the SEDL/MRC will provide oral or written feedback to the district on the outcomes of each of the training/technical assistance session and on perceived needs for further training or assistance for the participants.

School District Responsibilities: To facilitate the conduct of the above training/technical assistance sessions, the school district will:

(a) designate a contact person to plan with the SEDL/MRC-assigned personnel; notify the designated person of her/his assigned roles and responsibilities;

(b) Designate and make local arrangements for facilities in which to hold the training/technical assistance

(c) identify targeted participants for the training/technical assistance sessions; notify the targeted participants of the time, place, and planned content of the training/technical assistance session; facilitate attendance of the targeted participants at the sessions;

(d) if participants are to receive remuneration of any kind (e.g., stipend, travel expenses, released time), advise the participants of the nature of those remunerations and the process for applying for the specified remunerations. *Typically, these expenses will not be provided by the SEDL/MRC.*

(e) notify the SEDL/MRC well in advance if it becomes necessary to make changes of any kind (e.g., dates, content of session (s), number or type of participants) in the scheduled training/technical assistance sessions.

(f) encourage relevant administrative/supervisory personnel to attend and participate in all scheduled training/technical assistance sessions.

(g) complete a one-page questionnaire in late summer that will provide feedback to the SEDL/MRC on the district's perceptions of the quality and utility of the training provided to the school district by the SEDL/MRC.

I HAVE READ THE ABOVE STATEMENTS AND AM IN AGREEMENT WITH THE TERMS AND CONDITIONS SET FORTH.

(Signature):_____(Date):_____
(Name): Betty J. Mace-Matluck
(Title): Director, SEDL/MRC

(Signature):_____(Date):_____
(Name):
(Title):

(Signature):_____(Date):_____
(Name):
(Title):

APPENDIX D

Listing of SEDL/MRC T/TA Sessions for 1993-94

Exhibit 2

SEDL/MRC Training/Technical Assistance Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
TBS	ABILENE	ESC REGION XIV	SOSA, A.	ESC REGION XIV SCHOOLS	MULTICULTURAL EDUCATION IN PUBLIC SCHOOLS	TEACHERS	30	9:00-3:30
	CORSICANA	CORSICANA	TO BE DETERMINED	CORSICANA	ESL METHODS AND TECHNIQUES	TEACHERS	15	8:30-3:30
	DEL VALLE	DEL VALLE	DECKER, FLORENCE	DEL VALLE	SHELTERED ENGLISH-SECONDARY	TEACHERS	10	9:00-4:00
				DEL VALLE	SHELTERED ENGLISH-ELEMENTARY	TEACHERS	25	9:00-4:00
			LIBERTY, P.	DEL VALLE	PROGRAM PLANNING	ADMINISTRATORS	6	
			TO BE DETERMINED	DEL VALLE	ESL METHODS AND TECHNIQUES	TEACHERS	35	8:30-3:30
				DEL VALLE	BILINGUAL INSTRUCTION	TEACHERS	35	8:30-3:30
	DENTON	DENTON	GUADARRAMA, I.	DENTON	CURRICULUM ALIGNMENT AND PROGRAM PLANNING	TEACHERS AND PROGRAM DIRECTOR	5	TBD
	HOUSTON	HOUSTON	TO BE DETERMINED	HOUSTON	INTERDISCIPLINARY TRAINING	TEACHERS		TBD
				HOUSTON	PARENTAL INVOLVEMENT	TEACHERS	12	TBD
				HOUSTON	ESL IN THE CONTENT AREAS	TEACHERS	12	TBD
	LAMPASAS	LAMPASAS	TO BE DETERMINED	LAMPASAS	ESL STRATEGIES IN THE CONTENT AREA	TEACHERS	15	TBD
				LAMPASAS	WHOLE LANGUAGE	TEACHERS	30	TBD
	LOCKHART	LOCKHART	DECKER, FLORENCE	LOCKHART	ESL CLASSROOM ORGANIZATION AND SCHEDULING	TEACHERS/AIDES	10	8:00-4:00
	PASADEAN	PASADENA	GOMEZ, M.	PASADENA	LESSON DEMONSTRATIONS AND IMPLEMENTATIONS	TEACHERS	25	8:30-3:30
	PASADENA	PASADENA	GOMEZ, M.	PASADENA	STRATEGIES, METHODS AND TECHNIQUES FOR TEACHING IN THE CONTENT AREAS	TEACHERS	25	8:30-3:30
	PLANO	PLANO	ASHBY, S.	PLANO	IMPROVING TAAS SCORES	TEACHERS	25	
			TO BE DETERMINED	PLANO	INFORMATIN ON NEWCOMER	TEACHERS	10	TBD

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Exhibit 2

SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
					SCHOOLS, SHELTERED CLASSES			
				PLANO	ESL STRATEGIES FOR CONTENT AREA TEACHERS	TEACHERS	20	8:30-3:30
	SNYDER	SNYDER	ASHBY, S.	SNYDER	WHOLE LANGUAGE	TEACHERS	35	8:30-11:30
				SNYDER	WHOLE LANGUAGE	TEACHERS	35	12:30-3:30
			RIVAS, M.	SNYDER	TECHNIQUES FOR BASING INSTRUCTION ON STUDENT NEED	TEACHERS	35	8:30-11:30
				SNYDER	TECHNIQUES FOR BASING INSTRUCTION ON STUDENT NEEDS	TEACHERS	35	12:30-3:30
	TAYLOR	TAYLOR	TO BE DETERMINED	TAYLOR	SHELTERED ENGLISH INSTRUCTION	TEACHERS	20	8:00-4:00
				TAYLOR	ESL TRAINING-LITERACY DEVELOPMENT & GED TRAINING FOR PARENTS			8:00-4:00
	TYLER	TYLER	GARZA, M.J.	TYLER	SHELTERED ENGLISH STRATEGIES	TEACHERS	20	8:30-3:30
	WILLIS	WILLIS	TO BE DETERMINED	WILLIS	TO BE DETERMINED	TEACHERS AND ADMINISTRATORS		8:30-3:30
02/01/94	AUSTIN	IRVING	CASAS, L.	IRVING	RESEARCH TO SUPPORT LEP STUDENTS' LEARNING TO READ	TEACHERS		
02/08/94	AUSTIN	AUSTIN	CASAS, L.	AUSTIN	SECURE INFORMATION ON YEAR-ROUND SCHOOLING, MULTI-AGE GROUPING, CLASS WITHIN A CLASS, TIME MANAGEMENT AND EXTENDED DAY	TEACHERS	35	ongoing
01/21/94	HOUSTON	UNIVERSITY OF HOUSTON	MATLUCK, B.	SPRING BRANCH	ESL IN THE CONTENT AREAS	TEACHERS	20	4:30-7:30
10/11/93	AUSTIN	AUSTIN	RIVAS, M.	AUSTIN	COOPERATIVE LEARNING	TEACHERS	35	8:30-3:30
	MARBLE FALLS	MARBLE FALLS	TORRES-KARNA, H.	MARBLE FALLS	CHARACTERISTICS OF	TEACHERS	45	9:00-12:00

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Exhibit 2

SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
					BILINGUAL STUDENTS			
10/12/93	AUSTIN	JACKSONVILLE	LIBERTY, P.	JACKSONVILLE	EARLY CHILDHOOD PROPOSAL PLANNING	ADMINISTRATORS	1	8:00-11:00
10/14/93	LAMESA	LAMESA	RIVAS, M.	LAMESA	UTILIZING THE PARAPROFESSIONAL	TEACHERS	12	8:30-2:30
	LUFKIN	LUFKIN	KESSLER, C.	LUFKIN	INTEGRATED LANGUAGE AND CONTENT LEARNING	TEACHERS	20	4:00-7:00
10/15/93	AMARILLO	AMARILLO	RIVAS, M.	AMARILLO	INSTRUCTIONAL STRATEGIES FOR USE WITH MULTICULTURAL SCHOOL POPULATION	TEACHERS/ADMINISTRATORS	35	8:00-4:00
			RODRIGUEZ, J.	AMARILLO	MULTICULTURAL AWARENESS	TEACHERS/ADMINISTRATORS	30	8:00-4:00
10/16/93	GARLAND	GARLAND	CASAS, L.	GARLAND	GARLAND'S BILINGUAL EDUCATION/ESL INSTITUTE - SESSION II	ADMINISTRATORS, COUNSELORS, TEACHERS	30	8:30-4:00
			DAM, L.	GARLAND	GARLAND'S BILINGUAL EDUCATION/ESL INSTITUTE-SESSION II	ADMINISTRATORS, COUNSELORS, TEACHERS	30	8:30-4:00
			DONOVAN, R.	GARLAND	PROGRAMS AT THE SECONDARY LEVEL FOR DIVERSE POPULATIONS	TEACHERS, ADMINISTRATORS, PARAPROFESSIONALS	220	8:00-3:30
			HARRIS, P.	GARLAND	GARLAND'S BILINGUAL EDUCATION/ESL INSTITUTE - SESSION II	ADMINISTRATORS, COUNSELORS, TEACHERS	30	8:30-4:00
			MATLUCK, B.	GARLAND	GARLAND'S BILINGUAL EDUCATION/ESL INSTITUTE - SESSION II	ADMINISTRATORS, COUNSELORS, TEACHERS	120	8:30-4:00
			MUNIZ, A.	GARLAND	PROGRAMS AT THE ELEMENTARY SCHOOL FOR DIVERSE POPULATIONS	TEACHERS, ADMINISTRATORS, PARAPROFESSIONALS	220	8:00-3:30
			RIVAS, M.	GARLAND	GARLAND'S BILINGUAL	ADMINISTRATORS, COUNSELORS, TEACHERS	30	8:30-4:00

Exhibit 2

SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
					EDUCATION/ESL INSTITUTE - SESSION II			
10/25/93	AUSTIN	JACKSONVILLE	LIBERTY, P.	JACKSONVILLE	TBE PROPOSAL PLANNING	ADMINISTRATORS	1	8:00-11:00
10/26/93	AUSTIN	CARROLLTON-FARMERS BRANCH	LIBERTY, P.	CARROLLTON-FARMERS BRANCH	TBE/SECONDARY PROGRAM PLANNING	ADMINISTRATORS		1:00-4:00
10/27/93	LUBBOCK	ESC REGION XVII	RIVAS, M./SALDANA, A.	REGION XVII AREA SCHOOLS	INTEGRATING INSTRUCTION	TEACHERS	25	8:30-3:30
	TEMPLE	TEMPLE	LIBERTY, P.	TEMPLE	PROGRAM PLANNING	ADMINISTRATORS	1	
10/28/93	GIDDINGS	GIDDINGS	LIBERTY, P.	GIDDINGS	PROPOSAL PLANNING/PROGRAM REVIEW	ADMINISTRATORS		9:00-11:00
10/29/93	AUSTIN	SPRING BRANCH	LIBERTY, P.	SPRING BRANCH	PROGRAM/PROPOSAL PLANNING	ADMINISTRATORS	1	8:00-11:00
11/02/93	SUGAR LAND	FORT BEND	LIBERTY, P.	FORT BEND	PROGRAM PLANNING	BILINGUAL STAFF	7	8:00-3:30
11/10/93	AUSTIN	SPRING	LIBERTY, P.	SPRING	PROGRAM PLANNING	ADMINISTRATORS	2	
11/11/93	AUSTIN	AUSTIN	CASAS, L.	AUSTIN	HANDS ON SCIENCE	TEACHERS	35	8:30-11:30
		DEL VALLE	LIBERTY, P.	DEL VALLE	PROGRAM PLANNING	ADMINISTRATORS	1	
		LUFKIN	RIVAS, M.	LUFIN	PLANNING FOR TITLE VII PARENT CONFERENCE	PARENTS		
11/15/93	AUSTIN	CARROLLTON-FARMERS BRANCH	LIBERTY, P.	CARROLLTON-FARMERS BRANCH	PROGRAM PLANNING	ADMINISTRATORS	1	
	PAMPA	PAMPA	RIVAS, M.	PAMPA	OBSERVING AND DIALOGUING	TEACHERS		8:30-3:30
11/16/93	AUSTIN	GIDDINGS	LIBERTY, P.	GIDDINGS	PROGRAM PLANNING	ADMINISTRATORS	1	
11/24/93	AMARILLO	AMARILLO	GILL, M.	AMARILLO	LEARNING DIFFERENCE IN A MULTICULTURAL SETTING	TEACHERS	40	12:30-3:30
11/01/93	AUSTIN	WAXAHACHIE	CASAS, L.	WAXAHACHIE	INFORMATION TO SUPPORT DEVELOPMENT OF ALTERNATIVE SCHOOL	PROJECT DIRECTOR/LEADERSHIP PERSONNEL	6	ongoing

Exhibit 2

SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
12/08/93	LUFKIN	LUFKIN	RIVAS, M.	LUFKIN	HELPING WITH SCIENCE AND MATH	TEACHERS/PARENTS	40	6:00-9:00
				LUFKIN	HELPING STUDENTS LEARN	TEACHER AIDES	20	1:00-4:00
12/13/93	BRYAN	BRYAN	RIVAS, M.	BRYAN	BUILDING SELF ESTEEM	TEACHERS/PARENTS	30	
12/14/93	AUSTIN	IRVING	CASAS, L.	IRVING	RESEARCH TO SUPPORT BILINGUAL PROGRAM MODEL	ADMINISTRATORS		ONGOING
12/15/93	AUSTIN	GROESBECK	CASAS, L.	GROESBECK	PROS AND CONS OF DEPARTMENTALIZATION AT 4TH, 5TH AND MIDDLE SCHOOL	ADMINISTRATORS		
12/01/93	AUSTIN	WAXAHACHIE	CASAS, L.	WAXAHACHIE	INFORMATION TO SUPPORT DEVELOPMENT OF ALTERNATIVE SCHOOL	PROJECT DIRECTOR/LEADERSHIP PERSONNEL	6	ongoing
01/03/94	BRYAN	BRYAN	JACKSON, S.	BRYAN	FLIP FLOPPING IN SPANISH	TEACHERS	25	8:30-3:30
	GRAND PRAIRIE	GRAND PRAIRIE	CASAS, L.	GRAND PRAIRIE	ESL-ENABLING STUDENTS TO LEARN: STRATEGIES AND TECHNIQUES	TEACHERS	30	8:30-11:45
				GRAND PRAIRIE	CONTENT-AREA INSTRUCTION THROUGH ESL TECHNIQUES	TEACHERS	10	1:00-4:00
	TYLER	TYLER	TORRES-KARNA, H.	TYLER	ESL IN THE CONTENT AREAS-READING METHODS & TECHNIQUES	TEACHERS	15	8:30-3:30
01/04/94	ELGIN	ELGIN	RIVAS, M.	ELGIN	PLANNING FOR BILINGUAL LABS	TEACHERS	8	9:00-12:30
01/07/94	AUSTIN	TEXAS YOUTH COMMISSION	LIBERTY, P.	TEXAS YOUTH COMMISSION	PROGRAM PLANNING FOR AE PROJECT			9:00-5:00
01/08/94	AMARILLO	AMARILLO	GIANELLI, M.	AMARILLO	INSTRUCTIONAL STRATEGIES FOR DIVERSE STUDENT POPULATIONS	TEACHERS	40	8:00-3:30
01/11/94	COLLEGE STATION	ESC, REGION VI	DAM, L.	ESC REGION VI	INTEGRATED CURRICULUM	TEACHERS	30-40	8:30-3:30

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Exhibit 2

SEDL/MRC Training/Technical Assistance Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
01/11/94	LUBBOCK	ESC REGION XVII	RIVAS, M.	ESC REGION XVII	ORAL LANGUAGE	TEACHERS	30	8:30-4:00
01/12/94	AUSTIN	GROESBECK	CASAS, L.	GROESBECK	SECURE INFORMATION REGARDING DEPARTMENTALIZATION AT THE INTERMEDIATE AND MIDDLE SCHOOL LEVELS	ADMINISTRATORS	1	8:00-4:00
01/17/94	AMARILLO	AMARILLO	RIVAS, M.	AMARILLO	LEARNING THROUGH THEMES	TEACHERS	30	8:30-4:00
	LAMESA	LAMESA	RODRIGUEZ, J.	LAMESA	PARENT INVOLVEMENT	TEACHERS/AIDES	100	8:30-3:30
01/18/94	ARLINGTON	ARLINGTON	JACKSON, S.	ARLINGTON	SHELTERED ENGLISH IN SCIENCE	TEACHERS	20	9:00-3:30
	SHERMAN	SHERMAN	SOSA, A.	SHERMAN	MULTICULTURAL SENSITIVITY IN THE EDUCATIONAL SYSTEM	TEACHERS, ADMINISTRATORS, COMMUNITY LEADERS	25	3:00-4:30
01/12/94	AUSTIN	GROESBECK	CASAS, L.	GROESBECK	SECURE INFORMATION REGARDING DEPARTMENTALIZATION AT THE INTERMEDIATE AND MIDDLE SCHOOL LEVELS	ADMINISTRATORS	1	8:00-12:00
01/19/94	ARLINGTON	ARLINGTON	JACKSON, S.	ARLINGTON	SHELTERED ENGLISH MATH	TEACHERS	20	9:00-3:00
	WICHITA FALLS	SEDL/MRC AND EAC-E	MATLUCK, B/MCCULLUM, P.	WICHITA FALLS	ALTERNATIVE ASSESSMENT FOR LEP STUDENTS	TEACHERS AND ADMINISTRATORS	20	9:00-3:30
01/20/94	HOUSTON	ESC, REGION IV	BROWN, J.	HOUSTON AREA SCHOOLS	INTEGRATING INSTRUCTION-SESSION I	TEACHERS	50	8:00-4:00
01/21/94	HOUSTON	ESC, REGION IV	BROWN, J.	HOUSTON AREA SCHOOLS	INTEGRATING INSTRUCTION-SESSION II	TEACHERS	50	8:00-4:00
01/22/94	HOUSTON	UNIVERSITY OF HOUSTON	MATLUCK, B.	SPRING BRANCH	ESL IN THE CONTENT AREAS	TEACHERS	20	8:00-1:00
01/27/94	CONROE	CONROE	MATLUCK, B.	CONROE	PROGRAM PLANNING	ADMINISTRATORS	3	8:30-2:30
	LUBBOCK	ESC REGION XVII	RIVAS, M.	ESC REGION XVII	ORAL LANGUAGE DEVELOPMENT	TEACHERS	35	9:00-4:00
	SAN MARCOS	SOUTHWEST TEXAS	CASAS, L.		ESL TECHNIQUES &	UNDERGRADUATE BILINGUAL MAJORS	35	9:30-10:45

Exhibit 2

SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
		STATE UNIVERSITY			STRATEGIES			
01/31/94	KLEIN	KLEIN	HARRIS, P.	KLEIN	ESL STRATEGIES IN THE CONTENT AREAS	TEACHERS	30	8:00-3:30
02/03/94	ABILENE	ESC REGION XIV	HEWLETT-GOMEZ, M.	ESC REGION XIV DISTRICTS	ESL IN THE CONTENT AREAS	TEACHERS	30	8:30-3:30
02/04/94	GRAND PRAIRIE	GRAND PRAIRIE	DAM, L.	GRAND PRAIRIE	ASIAN CULTURE	TEACHERS	35	8:30-11:30
02/05/94	GARLAND	GARLAND	CASAS, L.	GARLAND	GARLAND'S BILINGUAL/ESL INSTITUTE III	TEACHERS	40	8:00-3:00
			DAM, L.	GARLAND	GARLAND'S BILINGUAL/ESL INSTITUTE III	TEACHERS	40	8:00-3:00
			HARRIS, P.	GARLAND	GARLAND'S BILINGUAL/ESL INSTITUTE III	TEACHERS	30	8:00-3:00
			JACKSON, S.	GARLAND	GARLAND'S BILINGUAL/ESL INSTITUTE III	TEACHERS	30	8:00-3:00
			MATLUCK, B.	GARLAND	GARLAND'S BILINGUAL/ESL INSTITUTE III	ADMINISTRATORS	60	8:00-3:00
			RIVAS, M.	GARLAND	GARLAND'S BILINGUAL/ESL INSTITUTE III	TEACHERS	40	8:00-3:00
02/10/94	HOUSTON	ESC, REGION IV	BROWN, J.	HOUSTON AREA SCHOOLS	INTEGRATING INSTRUCTION-SESSION III	TEACHERS	50	8:00-4:00
02/11/94	HOUSTON	ESC, REGION IV	BROWN, J.	HOUSTON AREA SCHOOLS	INTEGRATING INSTRUCTION-SESSION IV	TEACHERS	50	8:00-4:00
		UNIVERSITY OF HOUSTON	MATLUCK, B.	SPRING BRANCH	ESL IN THE CONTENT AREAS	TEACHERS	20	4:30-7:30
	LOCKHART	LOCKHART	RAMOS, NANCY	LOCKHART	BILINGUAL CLASSROOM ORGANIZATION AND SCHEDULING	TEACHERS/AIDES	20	8:00-4:00
02/12/94	HOUSTON	UNIVERSITY OF HOUSTON	MATLUCK, B.	SPRING BRANCH	ESL IN THE CONTENT AREAS	TEACHERS	20	8:00-1:00

Exhibit 2

SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
02/14/94	PAMPA	PAMPA	RIVAS, M.	PAMPA	ORAL LANGUAGE	TEACHERS	20	8:30-3:30
02/16/94	AUSTIN	GIDDINGS	CASAS, L.	GIDDINGS	PARTICIPATORY LEARNING SEARCH	ADMINISTRATORS	2	8:00-10:00
			LIBERTY, P.	GIDDINGS	PROGRAM PLANNING	DIRECTOR AND STAFF PERSON	2	10:00-12:00
02/17/94	BAYTOWN	GOOSE CREEK	RIVAS, M.	GOOSE CREEK	FAMILY NIGHT MATH	PARENTS	40	5:30-7:30
				GOOSE CREEK	FAMILY NIGHT MATH	TEACHERS	6	3:00-4:30
02/18/94	BRYAN	BRYAN	HARRIS, P.	BRYAN	ESL TECHNIQUES FOR NON-ESL TEACHERS	TEACHERS	20	8:30-3:30
	SUGAR LAND	FORT BEND	SOSA, A.	FORT BEND	MULTICULTURE AND DIVERSITY'	TEACHERS	30	8:30-3:30
02/21/94	BELTON	BELTON	HEWLETT-GOMEZ, M.	BELTON	TAAS STRATEGIES FOR LEP STUDENTS-HOW TO INTEGRATE TAAS	TEACHERS/CAMPUS PRINCIPALS	10	8:00-4:00
	LUFKIN	LUFKIN	JACKSON, S.	LUFKIN	SECOND LANGUAGE ACQUISITION	TEACHERS	45	8:30-11:30
				LUFKIN	SECOND LANGUAGE ACQUISITION	PARENTS	10	12:30-1:30
	MARBLE FALLS	MARBLE FALLS	ASHBY, S.	MARBLE FALLS	ESL TECHNIQUES	TEACHERS	30	8:00-3:30
			CASAS, L.	MARBLE FALLS	ESL TECHNIQUES	TEACHERS		8:00-3:30
			RIVAS, M.	MARBLE FALLS	ESL TECHNIQUES	TEACHERS	35	8:00-3:30
			TORRES-KARNA, H.	MARBLE FALLS	ESL TECHNIQUES	TEACHERS		8:30-3:30
	WYLIE	WYLIE	DAM, L.	WYLIE	ESL METHODS AND TECHNIQUES	TEACHERS	50	8:30-12:00
02/22/94	AUSTIN	LYFORD	CASAS, L.	LYFORD	ADDITIVE/SUBTRATIVE BILINGUAL SEARCH	ADMINISTRATORS	1	1:00-4:00
02/24/94	HUNTSVILLE	SAM HOUSTON STATE UNIVERSITY	RIVAS, M.	SURROUNDING SCHOOL DISTRICTS	PARENTAL INVOLVEMENT	TEACHERS/PRE-SERVICE TEACHERS	30	4:30-7:30
02/25/94	HUMBLE	HUMBLE	DECKER, FLORENCE	HUMBLE	SHELTERED ENGLISH	TEACHERS	25	

Exhibit 2

SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
02/28/94	TEMPLE	TEMPLE	GARZA, C.	TEMPLE	HIGHER ORDER THINKING SKILLS	TEACHERS	35	8:30-3:45
03/01/94	AUSTIN	AUSTIN	CASAS, L.	AUSTIN	SECURE INFORMATION ON YEAR-ROUND SCHOOLING, MULTI-AGE GROUPING, CLASS WITHIN A CLASS, TIME MANAGEMENT AND EXTENDED DAY	TEACHERS	35	ONGOING
	LUFKIN	LUFKIN	LIBERTY, P.	LUFKIN	PROGRAM PLANNING FOR RECEPTION CENTER IN HIGH SCHOOL	TITLE VII STAFF, HIGH SCHOOL ADMINISTRATORS	5	8:00-4:00
03/02/94	LUBBOCK	ESC REGION XVII	RIVAS, M.	ESC REGION XVII AREA SCHOOLS	ORAL LANGUAGE DEVELOPMENT	TEACHERS	35	8:30-4:00
03/04/94	ALVIN	ALVIN	CASAS, L.	ALVIN	ESL-THEORY, METHODOLOGIES, STRATEGIES AND TECHNIQUES (SESSION I)	TEACHERS	20	8:00-3:30
	HOUSTON	ESC, REGION IV	BROWN, J.	HOUSTON AREA SCHOOLS	INTEGRATING INSTRUCTION-SESSION V	TEACHERS	50	8:00-4:00
03/07/94	AUSTIN	JACKSONVILLE	LIBERTY, P.	JACKSONVILLE	PROGRAM PLANNING-TITLE VII SPECIAL POPULATIONS MATERIALS	TEACHERS	1	3:00-5:00
		UT PAN AMERICAN	LIBERTY, P.	UT PAN AMERICAN	PROGRAM PLANNING-TECHNOLOGY GRANT MATERIALS	FACULTY	1	2:00-3:30
03/10/94	AUSTIN	AUSTIN	CASAS, L.	AUSTIN	SECURE INFORMATION REGARDING GRADE-APPROPRIATE AND SUBJECT-APPROPRIATE LITERATURE FOR SPANISH SPEAKING STUDENTS	ADMINISTRATORS	1	10:30-11:30
03/11/94	AUSTIN	ARLINGTON	LIBERTY, P.	ARLINGTON	PROGRAM PLANNING	ADMINISTRATORS	1	8:00-12:00
	COLLEGE	TEXAS A&M UNIVERSITY	CONTRERAS, G.	CENTRAL TEXAS	MULTICULTURALISM	EDUCATORS, FACULTY, ADMINISTRATORS	50	1:00-4:00

Exhibit 2

SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
	STATION			SCHOOL DISTRICTS				
03/14/94	AUSTIN	SOUTHERN METHODIST UNIVERSITY	LIBERTY, P.	SOUTHERN METHODIST UNIVERSITY	MATERIALS FOR STAFF DEVELOPMENT AND FACULTY APPRIASAL	ADMINISTRATORS	1	10:00-11:00
03/15/94	AUSTIN	UNIVERSITY OF HOUSTON	LIBERTY, P.	UNIVERSITY OF HOUSTON	PROGRAM PLANNING-TEACHER TRAINING TECHNOLOGY PROGRAM	ADMINISTRATORS	1	9:00-12:00
	HUNTSVILLE	SAM HOUSTON STATE UNIVERSITY	ASHBY, S.	SURROUNDING DISTRICTS	LEARNING CENTERS	TEACHERS/PRE-SERVICE TEACHERS	22	8:00-12:00
03/19/94	HUNTSVILLE	SAM HOUSTON STATE UNIVERSITY	TORRES-KARNA, H.	SURROUNDING SCHOOL DISTRICTS	SPANISH READING	TEACHERS/PRE-SERVICE TEACHERS	20	8:30-4:00
03/22/94	HOUSTON	HOUSTON	MATLUCK/CHRISTIAN/LINDHOLM/GARCIA/MENDOZA/ESPINOZA/CASAS	HOUSTON	PRACTITIONER/RESEARCHER DIALOGUE: TWO-WAY BILINGUAL INSTRUCTION	TEACHERS/ADMINISTRATORS	55	9:00-4:00
03/24/94	AUSTIN	MRC 8	DECKER, F./SHEPPARD, K.	ESC REGIONS 4-5-7-8-9-10-14-16-17	HIGHLIGHTING ENGLISH LANGUAGE PROFICIENCY FOR STUDENTS-TURNKEY WORKSHOP	ESC/DISTRICT PERSONNEL	20	1:30-3:30
03/25/94	AUSTIN	MRC 8	GARZA, M.J./LEFORT, J.	ESC REGIONS 4-5-7-8-9-10-14-16-17	HIGHLIGHTING ENGLISH LANGUAGE PROFICIENCY FOR STUDENTS-TURNKEY WORKSHOP	ESC/DISTRICT PERSONNEL	20	1:00-2:30
	HOUSTON	UNIVERSITY OF HOUSTON	CASAS, L.	SPRING BRANCH	ESL IN THE CONTENT AREAS	TEACHERS	20	4:30-7:30
03/26/94	HOUSTON	UNIVERSITY OF HOUSTON	CASAS, L.	SPRING BRANCH	ESL IN THE CONTENT AREAS	TEACHERS	20	8:00-1:00
03/28/94	AUSTIN	WEST TEXAS STATE SCHOOL	LIBERTY, P.	WEST TEXAS STATE SCHOOL	PROGRAM PLANNING	ADMINISTRATORS	3	10:30-12:00
	HUMBLE	HUMBLE	RIVAS, M.	HUMBLE	PARENTAL INVOLVEMENT	TEACHERS/PARENTS	35	8:30-3:30
03/29/94	AUSTIN	WEST TEXAS STATE SCHOOL	LIBERTY, P./CASAS, L.	WEST TEXAS STATE SCHOOL	INTEGRATED MATH/SCIENCE MATERIALS AND LITERATURE SEARCH OF MATH/SCIENCE	ADMINISTRATORS	1	8:00-12:00

Exhibit 2

SEDL/MRC Training/Technical Assistance Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
					PROGRAMS FOR LEP MIDDLE SCHOOL CHILDREN			
04/01/94	AUSTIN	GIDDINGS STATE SCHOOL	LIBERTY, P.	GIDDINGS STATE SCHOOL	AE DISSEMINATION MEETING PLANNING	ADMINISTRATORS	1	1:00-3:00
		WEST TEXAS STATE SCHOOL	LIBERTY, P.	WEST TEXAS STATE SCHOOL	EDUCATIONAL TECHNOLOGY PROGRAM PLANNING AND LITERATURE SEARCHES	ADMINISTRATORS	1	10:00-12:00
	PYOTE	WEST TEXAS STATE SCHOOL	CHAVIAR, R.	WEST TEXAS STATE SCHOOL	DEVELOPING TEACHING STYLES	TEACHER AIDES	7	
04/04/94	DUMAS	DUMAS	SOSA, A.	DUMAS	LEARNING ABOUT CULTURE	TEACHERS	60	8:30-3:30
04/05/94	BELTON	BELTON	MATLUCK, B/CASAS, L.	BELTON	PROGRAM EVALUATION, NEEDS, AND RECOMMENDATIONS	ALL CAMPUSES/STAFF	15	8:00-4:00
	LUBBOCK	ESC REGION XVII	RIVAS, M.	ESC REGION XVII AREA SCHOOLS	ORAL LANGUAGE DEVELOPMENT	TEACHERS	35	9:00-4:00
04/06/94	LAMESA	LAMESA	RIVAS, M.	LAMESA	NATIVE LANGUAGE INSTRUCTION	TEACHERS	15	8:30-3:30
04/08/94	ALVIN	ALVIN	CASAS, L.	ALVIN	ESL-THEORY, METHODOLOGIES, STRATEGIES AND TECHNIQUES (SESSION II)	TEACHERS	20	8:00-3:30
04/11/94	NACOGDOCHES	STEPHEN F. AUSTIN STATE UNIVERSITY	SOSA, A.	SURROUNGING DISTRICTS	DIVERSITY OF AMERICAN FAMILIES	FACULTY/STUDENTS/COMMUNITY	100	9:00-3:30
04/18/94	AUSTIN	BELTON	CASAS, L.	BELTON	PROFESSIONAL DEVELOPMENT-REVIEW THE LITERATURE	TEACHERS/AIDES	7	10:00-2:00
04/19/94	TEMPLE	TEMPLE	RIVAS, M.	TEMPLE	THE BENEFITS OF BILINGUAL EDUCATION (FOR PARENTS)	PARENTS	35	6:00-9:00
04/22/94	HOUSTON	UNIVERSITY OF HOUSTON	MATLUCK, B.	SPRING BRANCH	ESL IN THE CONTENT AREAS	TEACHERS	20	4:30-7:30

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SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
04/22/94	HUMBLE	HUMBLE	RIVAS, M.	HUMBLE	WHOLE LANGUAGE/COOPERATIVE LEARNING	TEACHERS	40	8:30-3:30
04/23/94	HOUSTON	UNIVERSITY OF HOUSTON	MATLUCK, B.	SPRING BRANCH	ESL IN THE CONTENT AREAS	TEACHERS	20	8:00-1:00
	LUFKIN	LUFKIN	RIVAS, M.	LUFKIN	PARENT INVOLVEMENT	PARENTS/TEACHERS		8:30-3:00
	SUGARLAND	FORT BEND	CASAS, L.	FORT BEND	ESL IN THE CONTENT AREAS	ESL TEACHERS	25	8:30-3:00
05/02/94	GARLAND	GARLAND	RIVAS, M.	GARLAND	PARENT INVOLVEMENT	PARENTS/TEACHERS	30	6:00-9:00
05/03/94	ALIEF	ALIEF	LIBERTY, P.	ALIEF	PROGRAM PLANNING: TECH PREP: SCHOOL-TO-WORK TRANSITION	ADMINISTRATORS/ESL PERSONNEL	4	8:30-5:00
	AUSTIN	AUSTIN	GARZA, M.J.	AUSTIN	COOPERATIVE LEARNING	TEACHERS	10	8:30-3:30
05/11/94	AUSTIN	GALVESTON COMMUNITY AGENCY	RIVAS, M.		PROGRAM PLANNING	DIRECTOR	1	10:00-11:00
05/13/94	AUSTIN	GIDDINGS	LIBERTY, P./GARZA, C.	GIDDINGS	REVIEW OF MATERIALS FOR EVEN START PROJECT	EARLY CHILDHOOD/PARENTING EDUCATORS	4	10:00-12:00
	HOUSTON	UNIVERSITY OF HOUSTON	MATLUCK, B./CORTEZ	SPRING BRANCH	ESL IN THE CONTENT AREAS	TEACHERS	20	4:30-7:30
05/14/94	HOUSTON	UNIVERSITY OF HOUSTON	MATLUCK, B.	SPRING BRANCH	ESL IN THE CONTENT AREAS	TEACHERS	20	8:00-1:00
05/16/94	TENAHA	TENAHA	RAMIREZ, J.	TENAHA	TEACHING THROUGH MULTIETHNIC LITERATURE	TEACHERS	25	8:30-3:30
05/18/94	AUSTIN	CARROLLTON-FARMERS BRANCH	LIBERTY, P.	CARROLLTON-FARMERS BRANCH	PROGRAM PLANNING (EVEN START)	ADMINISTRATORS	3	10:30-12:00
05/19/94	AUSTIN	LUFKIN	LIBERTY, P.	LUFKIN	PROGRAM PLANNING (EVEN START)	ADMINISTRATORS	4	11:00-1:00
06/01/94	AUSTIN	WEST TEXAS STATE SCHOOL	LIBERTY, P.	WEST TEXAS STATE SCHOOL	PROGRAM PLANNING FOR DISTANCE LEARNING (INTERACTIVE TV)	TEACHERS/ADMINISTRATORS	3	10:00-12:00

Exhibit 2

SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
					MATH-SCIENCE PROGRAM			
	LUFKIN	LUFKIN	ORTIZ, A.	LUFKIN	WORKING WITH LINGUISTICALLY DIVERSE STUDENTS	TEACHERS	30	8:30-3:30
06/02/94	BELTON	BELTON	CASAS, L.	BELTON	LANGUAGE ACQUISITION/STRATEGIES TO WORK WITH LEP STUDENTS WITHIN THE REGULAR CLASSROOM	TEACHERS	15	8:30-3:00
06/08/94	AUSTIN	STEPHEN F. AUSTIN STATE UNIVERSITY	LIBERTY, P.	STEPHEN F. AUSTIN STATE UNIVERSITY	TITLE VII PLANNING SESSION: IHE AND CIP GRANTS AND TEACHER TRAINING AND TECHNOLOGY CENTER	ADMINISTRATORS	1	2:00-4:00
	BELTON	BELTON	CASAS, L.	BELTON	LANGUAGE ACQUISITION/APPROPRIATE INSTRUCTIONAL STRATEGIES TO WORK WITH LEP STUDENTS WITHIN THE REGULAR CLASSROOM	TEACHERS	15	8:30-3:00
06/09/94	AUSTIN	GIDDINGS STATE SCHOOL	LIBERTY, P.	GIDDINGS STATE SCHOOL	PROGRAM PLANNING AE PROJECT	ADMINISTRATORS	1	10:00-12:00
06/15/94	GRAND PRAIRIE	GRAND PRAIRIE	DAM, L.	GRAND PRAIRIE	EXTENDING ESL	BILINGUAL/ESL TEACHERS/PARAPROFESSIONALS	40	9:00-3:00
06/16/94	GRAND PRAIRIE	GRAND PRAIRIE	ASHBY, S.	GRAND PRAIRIE	NATURAL READING AND WRITING	TEACHERS/AIDES	30	9:00-3:00
06/30/94	ABILENE	ESC REGION XIV	RIVAS, M./NORTHUP, M.J.	ESC REGION XIV DISTRICTS	HELPS: MODIFYING AND SHELTERING INSTRUCTION FOR LEP STUDENTS	TEACHERS	30	8:30-3:30
07/22/94	PYOTE	WEST TEXAS STATE SCHOOL	CHAVIRA, R.	WEST TEXAS STATE SCHOOL	READING/WRITING STRATEGIES	TEACHERS	30	8:00-4:00
07/25/94	HUNTSVILLE	ESC REGION VI	RIVAS, M.	ESC REGION VI	INTEGRATED LANGUAGE TEACHING	TEACHERS	18	8:30-4:00

Exhibit 2

SEDL/MRC Training/Technical Assistance Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
07/25/94	PASADENA	PASADENA	GOMEZ, M.	PASADENA	LANGUAGE ACQUISITION	TEACHERS	25	8:30-3:30
07/27/94	AUSTIN	MRC	VARIOUS	VARIOUS	EFFECTIVE SCHOOLING FOR LIMITED ENGLISH PROFICIENT STUDENTS	TEACHERS/ADMINISTRATORS	59	8:00-4:00
07/28/94	AUSTIN	MRC	VARIOUS	VARIOUS	EFFECTIVE SCHOOLING FOR LIMITED ENGLISH PROFICIENT STUDENTS	TEACHERS/ADMINISTRATORS	59	8:00-4:00
07/29/94	AUSTIN	MRC	VARIOUS	VARIOUS	EFFECTIVE SCHOOLING FOR LIMITED EDUCATION PROFICIENT STUDENTS	TEACHERS/ADMINISTRATORS	59	8:00-12:00
08/02/94	HOUSTON	HOUSTON	CHAVIRA, R.	HOUSTON	NATIVE LANGUAGE INSTRUCTION	TEACHERS	25	8:30-3:30
08/12/94	GRAND PRAIRIE	GRAND PRAIRIE	RIVAS, M.	GRAND PRAIRIE	THE ART OF STORYTELLING	TEACHERS/AIDES	14	8:30-11:30
08/17/94	LITTLE RIVER	ESC REGION XII	RAMOS, N.	ACADEMY	COOPERATIVE LEARNING	TEACHERS	35	8:30-11:30
				ACADEMY	COOPERATIVE LEARNING	TEACHERS	30	12:30-3:30
08/18/94	AMARILLO	AMARILLO	RIVAS, M.	AMARILLO	INTEGRATED LANGUAGE TEACHING	TEACHERS	35	8:30-3:30
08/24/94	AUSTIN	DENVER CITY	LIBERTY, P.	DENVER CITY	PROGRAM PLANNING (EVEN START AND MRC SERVICES)	ADMINISTRATOR	1	10:00-11:00
08/25/94	AUSTIN	GOOSE CREEK	LIBERTY, P.	GOOSE CREEK	PROGRAM PLANNING (PROPOSAL REVIEW) AND JUVENILE MENTORING RFP	ADMINISTRATOR	1	9:00-10:00
08/29/94	RICHARDSON	RICHARDSON	ASHBY, S.	RICHARDSON	STRATEGIES FOR TEACHING THE OLDER PRE-LITERATE STUDENTS-GROUP II	TEACHERS	25	1:00-3:30
				RICHARDSON	STRATEGIES FOR TEACHING THE OLDER PRE-LITERATE STUDENTS-GROUP I	TEACHERS	25	1:00-3:30
			CASAS, L.	RICHARDSON	SHELTERED ENGLISH AND CONTENT INSTRUCTION-GROUP II	TEACHERS	25	8:00-11:00
				RICHARDSON	SHELTERED ENGLISH AND	TEACHERS	25	8:00-11:00

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Exhibit 2

SEDL/MRC Training/Technical Assistnace Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
					CONTENT INSTRUCTION-GROUP I			
			GIANELLI M.	RICHARDSON	SECONDARY SHELTERED CONTENT TEACHING	TEACHERS	30	8:00-11:00
				RICHARDSON	STRATEGIES FOR TEACHING THE OLDER PRE-LITERATE STUDENTS	TEACHERS	30	1:00-3:30
			GUADARRAMA, I.	RICHARDSON	SHELTERED ENGLISH & CONTENT INSTRUCTION	TEACHERS	40	8:00-11:00
				RICHARDSON	STRATEGIES FOR TEACHING THE OLDER PRE-LITERATE STUDENTS	TEACHERS	40	1:00-3:30
09/07/94	DALHART	DALHART	RIVAS, M./WHITE, K.	DALHART	MODIFICATION OF INSTRUCTION FOR CONTENT AREA TEACHERS	TEACHERS	15	1:00-4:00
09/08/94	AUSTIN	RICHARDSON	CASAS, L.	RICHARDSON	NCBE BIBLIOGRAPHIC DATABASE SEARCH-NEWCOMER CENTERS-ELEMENTARY	ADMINISTRATOR	1	2:00-3:00
09/09/94	AUSTIN	ANGELINA COLLEGE	CASAS, L.	ANGELINA COLLEGE	NCBE BIBLIOGRAPHIC DATABASE SEARCH-VOCATIONAL EDUCATION ESL	ADMINISTRATOR	1	9:00-10:30
09/10/94	FORT WORTH	ESC REGION XI	RIVAS, M.	ESC REGION XI DISTRICTS	BILINGUAL/ESL STRATEGIES AND MATERIALS	TEACHERS	35	9:00-4:00
09/12/94	AUSTIN	ESC REGION XVI	CASAS, L.	ESC REGION XVI	NCBE/UT SEARCH-PARENTAL INVOLVEMENT MAKES A DIFFERENCE: STATISTICS	ESC SPECIALIST	1	2:00-3:00
09/15/94	BAYTOWN	GOOSE CREEK	RIVAS, M.	GOOSE CREEK	WORKING & COLLABORATING WITH PARENTS	TEACHERS	10	2:30-4:45
				GOOSE CREEK	SE YO PUEDO: UN TA;;ER [ARA [ADRES	TEACHERS/PARENTS	40	5:30-8:30
09/16/94	HOUSTON	HOUSTON	CASAS, L.	HOUSTON	ESL STRATEGIES FOR THE CONTENT AREA: HOW TO MAKE THE INFORMATION	ESL TEACHERS	20	12:30-3:30

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Exhibit 2

SEDL/MRC Training/Technical Assistance Schedule

MEETING DATE	LOCATION	SPONSOR	SEDL/MRC PRESENTER	DISTRICTS ATTENDING	TOPIC	Participant Types	# of Part.	MEETING TIME
					MANAGEABLE			
09/21/94	LUBBOCK	ESC REGION XVII	RIVAS, M.	ESC REGION XVII	ROLE AND RESPONSIBILITIES OF THE TEACHER ASSISTANT IN A BILINGUAL/ ESL CLASSROOM	TEACHER ASSISTANTS	35	8:30-3:30
09/22/94	GARLAND	GARLAND	RIVAS, M.	GARLAND	PARENT INVOLVEMENT	TEACHERS/PARENTS	25	6:00-9:00
09/23/94	COPPELL	COPPELL	RIVAS, M.	COPPELL	TEACHING THROUGH THEMES	TEACHERS	40	8:30-4:00
09/26/94	HUNTSVILLE	ESC REGION VI	RIVAS, M./MCFARLAND, K.	ESC REGION VI DISTRICTS	HELPS: MODIFYING AND SHELTERING INSTRUCTION FOR LEP STUDENTS	TEACHERS	25	9:00-3:30
09/27/94	HOUSTON	SPRING BRANCH	MATLUCK, B.	SPRING BRANCH	ESL METHODS AND TECHNIQUES IN THE MIDDLE SCHOOL MATH CLASS-GROUP II	TEACHERS/AIDES	25	12:30-3:30
				SPRING BRANCH	ESL METHODS AND TECHNIQUES IN THE MIDDLE SCHOOL MATH CLASS-GROUP I	TEACHERS/AIDES	25	8:00-11:30
09/28/94	BEAUMONT	ESC REGION V	RIVAS, M./GOFF, S.	ESC REGION V	SHELTERED ENGLISH	TEACHERS	40	8:30-3:30

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APPENDIX E

Turnkey Workshop Agenda and Evaluation Data

Education Service Center
Turnkey Workshop

Highlighting English Language Proficiency for Students: Modifying and Sheltering Instruction for LEP Students

Sponsored by
Southwest Educational Development Laboratory
Multifunctional Resource Center
Service Area 8
March 24 - 25, 1994
Austin, Texas

Title VII Office of Bilingual Education and Minority Languages Affairs
U.S. Department of Education

SEDL/MRC
Objectives

- To provide training and technical assistance to school personnel and parents involved in bilingual education and other special language assistance programs

- To gather and provide information on English Literacy for Limited English Proficient Students

- To coordinate activities with and among programs and agencies that provide services to LEP students

Multifunctional Resource Center
Staff

Betty J. Mace-Matluck, Director
Suzanne Ashby, Training/Technical Assistance Associate
Linda Casas, Training/Technical Assistance Associate
Cris Garza, Senior Training/Technical Assistance Associate
Paul Liberty, Senior Evaluation Associate
Maggie Rivas, Senior Training/Technical Assistance Associate
Heather L. Taylor, AISD VOE Student, Crockett High School
Judy Waisath, Administrative Assistant

Agenda

SEDL/MRC Education Service Center Turnkey Workshop
March 24-25, 1994
Southwest Educational Development Laboratory
Fourth Floor, Room 400

Thursday, May 24, 1994

1:00 - 1:30	**Welcome, Introductions, and Goal Setting** *Dr. Betty J. Mace-Matluck* *SEDL/MRC*
1:30 - 2:30	**Overview of "Sheltered English" and Other Related ESL Instructional Models** *Ms. Flo Decker* *SEDL/MRC Consultant*
2:30 - 2:45	**Break**
2:45 - 3:45	**The Content-ESL Connection: Progress (and tribulations) of the Content-ESL Research Project** *Dr. Ken Sheppard* *Center for Applied Linguistics*
3:45 - 4:45	**TEA Update** *Dr. Elisa Gutiérrez* *Texas Education Agency*
4:45 - 5:00	**Reflection**

Friday, March 25, 1994

8:00 - 8:15	**Coffee, Juice, Rolls, and Conversation**
8:15 - 8:30	**Opening Remarks** *Dr. Betty J. Mace-Matluck* *SEDL/MRC*
8:30 - 10:00	**Practical Strategies for Modifying Materials and Instruction for LEP Students** *Ms. Jo Ann Brown, ESC Region IV* *Dr. Katherine McFarland, ESC Region VI* *Ms. Kay White, ESC Region XVI*
10:00 - 10:15	**Break**
10:15 - 11:30	**Reflection and Discussion**
11:30 - 1:00	**Lunch**
1:00 - 2:30	**Sheltered English in Practice: Tips from Practioners** *Dr. Mary Jane Garza, Galveston ISD* *Ms. Jodie Le Fort, Galveston ISD*
2:30 - 2:45	**Take Home Treats; Wrap-up; Evaluation**

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MRC Service Area 8

ESC Contact	Education Service Center	Director
Jo Ann Brown	Region IV Houston	William McKinney
Sherry Goth	Region V Beaumont	Robert E. Nicks
Katie McFarland	Region VI Huntsville	Bobby Roberts
Dorothy Daly	Region VII Kilgore	Donald J. Peters
Mike McCallum	Region VIII Mt. Pleasant	Scott Ferguson
Mariam Mas	Region IX Wichita Falls	Jim O. Rogers
Arnie Molina	Region X Richardson	Joe T. Farmer
Barbara Tyson	Region XI Fort Worth	R.P. Campbell, Jr.
Barbara Brunson	Region XII Waco	Harry Beavers
María M. Hohenstein	Region XIII Austin	Roy Benavides
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Multifunctional Resource Center Staff Associates

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Elvia Ana Rodríguez	S. F. Austin State University	Nacogdoches, TX
Alonzo Sosa	East Texas State University	Commerce, TX

SEDL/MRC
TURNKEY WORKSHOP EVALUATION
"Modifying and Sheltering Instruction for LEP Students"
March 24-25, 1994

I. Introduction. Thirteen (13) Education Service Centers (ESCs) were asked to participate in the Turnkey Workshop. A copy of the workshop program is contained in Appendix A. Actually, 18 representatives from 9 ESCs participated. A list of participants and their ESC affiliation is found in Appendix B.

Sixteen individuals supplied completed evaluation forms. A copy of the evaluation form used to rate program activities is found in Appendix C.

II. Objective Ratings. Participants rated the seven major content sections on a scale of Low 1 to High 5. The mean ratings are shown below, with Ns in parentheses. Also, the rankings for the sessions (1=highest) are shown.

a. Overview of "Sheltered English (N=15):	4.93	(1)
b. The Content-ESL Connection (N=16):	4.50	(5)
c. TEA Update (N=15):	4.20	(6)
d. Strategies for Modifying Materials (N=16)	4.75	(3)
e. Reflection and Discussion (N=16):	4.63	(4)
f. Sheltered English in Practice (N=16):	4.88	(2)
Overall Mean:	**4.65**	

The two "sheltered English" sessions were highest-rated, having ratings about 4.9. "Strategies for Modifying Materials" ranked third with a mean of 4.8. Other sessions ranged from 4.6 to 4.5 to 4.2. The Overall Mean of 4.65 constitutes 93% of the maximum possible (5.0) value.

III. Other Item Results. The results are summarized below:

Item 1: Need for Sheltered Instruction in projects. Thirteen of the 16 respondents stated "great need." A "moderate need" was cited by the two Region V participants and one other unnamed respondent. The mean rating (3=great need) is 2.8.

Item 2: Extent to which need is being addressed: Eight mentioned to a "slight extent," seven to a "moderate extent," and only one said to a "great extent." The mean rating (3=great extent) is 1.6.

Item 3: How relevant is topic to your work responsibility? Respondents used a five-point scale (very much to very little) to respond to this item. Fourteen of the 16 respondents stated "very much" while the other two said "much." The mean rating is 4.9.

Item 4: Have you provided workshops on this topic during present year? Eight (50%) respondents indicated "yes" and eight (50%) said "no" to this item. ESC representatives checking "yes" were from regions 4, 5, 6, 12, 13, and 16. ESC reps checking "no" were from 4, 8, 13, 14, and 17. Other respondents did not indicate an ESC.

Item 5: Before workshop, how much background did you have in the topic area? Again, respondents responded on a five-point scale ranging from "very much (5)" to "very little (1)." One respondent, from ESC 16, mentioned "very much," three, from ESCs 4 and 13, said "much." Other ESC information was not shown.

Six respondents stated "somewhat" and these were from ESCs 5, 6, 12, 13, 14, and 17.

Finally, four respondents, from ESCs 4, 5, and 17, mentioned "little" (one ESC not shown) and two respondents, from ESCs 8 and not shown, indicated "very little."

The mean rating (5=very much to 1=very little) was 2.8.

So, although the topic was highly relevant to their work, a 4.9 rating, the respondents usually reported having "little" to "somewhat" background in the topic.

IV. Background and Objective Ratings. Using the "background" classifications, respondents ratings of the workshop were examined. The overall mean rating to the six topical items are shown below.

A. Very Much (N=1):	5.0
B. Much (N=3):	4.7
C. Somewhat (N=6):	4.5
D. Little (N=4):	4.6
E. Very Little (N=2):	4.9

A U-shaped curve is seen in the data with the Very Much and Very Little groups having the highest mean ratings (4.9+), the Somewhat Group the lowest mean ratings (4.5), and the Much and Little groups having intermediate (4.6-4.7) ratings.

Overall, the mean ratings are very high, indicating that respondents from all backgrounds rated the workshop presentations very highly!

V. Narrative Responses. Items 6, 7, and 8 asked respondents to write short responses. Their responses are noted below. Actually, the responses adhere to the "background" ratings of respondents--the first rating is from the respondent with "very much" background, the next three from "much" respondents, the next six from "somewhat" respondents, then four from "little"

respondents, and finally the last two ratings from respondents with "very little" background.

A. Item 6: Scope and organization of workshop were...

Excellent.

Excellent, well-planned, well-executed.
Blank.
Excellent! Keep up the good work.

Excellent!
Excellent.
Excellent!
Well-done.
Excellent, sequential, and correlated.
Fine.

Well-planned, well-presented, and exceptionally well-perceived.
Very clear.
Excellent.
Super.

Superior.
Blank.

B. Item 7: Objectives were...

Very Good.
Well-designed and appropriate for the audience.
Great.
Excellent.

Excellent--well done.
Appropriate and on-target.
Met!
Articulated and met.
Went along with the needs of educators.
Good.

Excellent.
Clear and were met very competently.
Met and exceeded.
Perfect.

Clear.
Blank.

C. Item 8: Presentations were...

Very Good.
Most Informative.
Wonderful.
Excellent.

Perfect!!
Very Informative.
Great!
Efficient, well-organized, and right length.
On-task, clear, and met the objectives.
Very good.

Excellent.
Excellent.
Well done.
Great!

Excellent.
Blank.

The narrative comments reflect and reinforce the numerical ratings accorded the Turnkey Workshop. Overall, the Workshop was rated as being highly appropriate regarding the respondents' backgrounds.

SEDL/MRC
ESC TURNKEY WORKSHOP
EVALUATION FORM

TOPIC: Modifying and Sheltering Instruction for LEP Students

DATE: March 24-25, 1994

LOCATION: SEDL/MRC, Austin, Texas

PRESENTERS: Multiple

JOB TITLE:_____ PROGRAM:_____ ESC REGION:____

1. What is the level of need for "Sheltered Instruction" in projects for LEP students within your ESC Region?

Great Need Moderate Need Low Need

2. To what extent is this need being addressed through workshops and other training activities within your ESC Region?

Great Extent Moderately Slight Extent

3. How relevant is this topic to your work responsibility?

Very Much Much Somewhat Little Very Little

4. Have you provided workshops or training sessions on this topic during the present school year? YES NO. If "yes," please describe._____

_____

5. Before the Workshop, how much background did you have in this topic area?

Very Much Much Somewhat Little Very Little

6. Overall, the scope and organization of the Workshop were:

_____

_____

7. Overall, the objectives of the Workshop were:_____

_____

8. Overall, the presentations were:_____

_____

9. How do you rate the presentations?

a. Overview of "Sheltered English"	LOW	1	2	3	4	5	HIGH
b. The Content-ESL Connection	LOW	1	2	3	4	5	HIGH
c. TEA Update	LOW	1	2	3	4	5	HIGH
d. Strateg. for Modifying Materials	LOW	1	2	3	4	5	HIGH
e. Reflection and Discussion	LOW	1	2	3	4	5	HIGH
f. Sheltered English in Practice	LOW	1	2	3	4	5	HIGH

10. How appropriate was the Workshop for you? LOW 1 2 3 4 5 HIGH

11. How do you rate the presenters? LOW 1 2 3 4 5 HIGH

12. How do you rate the interaction with presenters? LOW 1 2 3 4 5 HIGH

13. How do you rate the interaction with MRC Staff? LOW 1 2 3 4 5 HIGH

14. How do you rate the interaction with other ESC persons? LOW 1 2 3 4 5 HIGH

15. How do you rate the quality of the handouts? LOW 1 2 3 4 5 HIGH

16. How do you rate the Overall Quality of the Workshop? LOW 1 2 3 4 5 HIGH

17. To what extent has the Workshop prepared you to provide training on this topic? LOW 1 2 3 4 5 HIGH

18. What feature(s) of the Workshop did you find <u>most useful</u> ?

19. What feature(s) did you find <u>least useful</u> ?

20. Might the Workshop have been organized differently to be more useful to you?

21. What, if any, additional training, assistance, or materials would you like to have in order to implement a Sheltered Instruction Workshop in your ESC Region?

22. Do you think the Sheltered Workshops should be organized differently for teachers who have more or less experience in teaching LEP students? If so, how?

23. Any additional comments on the Workshop you might like to share?

24. Are there other training topics you would like to see addressed in future Turnkey Workshops? Please list.

APPENDIX F

Coordination Agencies, Specimen Coding Form, Coordination Levels, and Sample Record

List of Types of Coordination Agencies

Title VII

Part A: Classroom Instructional Projects (45)
Part B: Non-Classroom Instructional Projects (7)
Part B: Research and Evaluation Section (RES), OBEMLA (1)
Part B: State Education Agency Grantee (Texas Education Agency, Department of Bilingual Education) (1)
Part B: EAC-East (Evaluation Assistance Center-East) (1)
Part B: Educational Statistics (NCES activities) (1)
Part B: National Clearinghouse for Bilingual Education (1)
Part B: Research Contractors, OBEMLA (18)
Part C: Training Grantees (EPDT, SST, TDI, F) (25)
Part C: Multifunctional Resources Centers (15 others)
Part D: OBEMLA Administration (1)

11 types of agencies; 116 entities

Non-Title VII-State

School Districts with State Bilingual/ESL Projects (768)*
School Districts with Neither Bilingual nor ESL Projects (297)*
Texas Education Agency, Other Divisions/Programs (10)
Region Education Service Centers (20)
IHE Bilingual/ESL Teacher Training Institutions (16)
Even Start Projects (13)
Texas Dropout Prevention Clearinghouse (1)
State Facilitator Project, National Diffusion Network (1)
Texas Department of Mental Health and Mental Retardation, Division of Multicultural Services (1)
Texas Department of Housing and Community Services (1)
Professional Associations
- Texas Association of Bilingual Education (1)
- Texas Association of Bilingual Education Regional Affiliates (18)
- TexTESOL Association (1)
- Texas Association for the Education of Young Children (1)

Private Associations
- Texas Private School Accreditation Commission (TEPSAC) (1)
- Texas Coalition for Safety Belts (1)
- Center for the Prevention and Recovery of Dropouts (1)
- Corporate Child Development Fund (1)
- Governor's Head Start Collaboration Project (1)

* = these school districts are not included in count of entities below.

19 types of agencies; 91 entities

NON-TITLE VII-Regional/National

Office of Educational Research and Improvement (OERI) (23)
- Regional Educational Laboratories - 9
- Research and Development Centers - 14

OERI, Educational Resources Information Clearinghouses (ERIC) (16)
Chapter I Technical Assistance Center, Region E, Denver, Colorado (1)
Refugee Assistance Projects, Office of Refugee Resettlement,
Department of Health and Human Services (1)
Chapter I Migrant Education Program Development Center (Central Stream) (1)
Desegregation Technical Assistance Center, Region VI, San Antonio, Texas (1)
National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE),
Office of Adult and Vocational Education (1)
American Indian Resource and Evaluation Center, Region V, Plains Region, Norman, Oklahoma (1)
Head Start, Office of Human Development Services, ACYF, Washington, D.C. (1)
National Professional Associations
National Association of Bilingual Education (1)
National TESOL Association (1)
National Association for the Education of Young Children (1)
Center on Education and Training for Employment, Ohio State University, Columbus, Ohio (1)
Southwest Center for Drug Free Schools, Austin, Texas (1)
National Dissemination Centers (formerly Evaluation, Dissemination, and Assessment Centers
(EDACs), which continue to disseminate materials produced in two of the three former
EDACs; at Fall River, Massachusetts and Los Angeles, California (2)
Adult Education Clearinghouse, Texas A&M University (1)
Job Corps Centers, U.S. Department of Labor, Texas sites (4)
National Center for Children in Poverty, Columbia University
Vocational Needs Clearinghouse for Special Populations, Texas A&M University (1)
National Clearinghouse on Literacy Education (An Adjunct ERIC Clearinghouse (1)
National Center for Family Literacy, Louisville, Kentucky (1)

20 types of agencies; 61 entities

TOTALS: 50 types of agencies; 269 entities

Exhibit 1
COORDINATION RESOURCES FILE CODING FORM (Rev.)

I. Name of Agency:
II. Address:
III. Funding Source:
IV. Service Area:
V. Type of Agency:
VI. Contact Person/Phone Number:
VII. Coordination Level:
VIII. Descriptors:

A. Recipients
1. Administrators
2. Supervisors
3. Teachers
4. Parents
5. Students

B. Services
6. Information
7. Consultations (technical assistance)
8. Workshops (training)
9. Materials (curriculum/instruction)

C. Type of Services
10. Education
11 Health (including mental health)
12. Welfare

D. Topics
13. ESL
14. English language acquisition
15. Native language learning
16. Evaluation
17. Program management
18. Classroom management
19. Curriculum
20. Instructional methods
21. Parent/Community
22. Cultural awareness

IX. Narrative
A. Purpose
B. Training Topics
C. Organization
D. Approach

X. Coordination Activities
XI. Planned Activities

SEDL/MRC's Coordination Levels

Coordination activities with agencies/programs are classified into five (5) levels, which are cumulative and ordered from 1 (least activity) to 5 (most activity).

Level 1: MRC exchanges brochure and other introductory materials with Agency. This level is essentially a startup activity or one-time activity.

Level 2: MRC exchanges information, on a continuing basis, with Agency. While information-sharing (bulletins, newsletters, etc.) is conducted, no understanding exists for collaborative activity.

Level 3: MRC and Agency are able to call upon each other to supply certain training materials. MRC utilizes materials of other Agency in providing training and technical assistance.

Level 4: MRC and Agency are able to call upon each other to supply certain training materials. MRC utilizes materials of other Agency in providing training and technical assistance.

Level 5: MRC and Agency jointly participate in training and technical assistance activities. MRC may call upon Agency for personnel and materials, such as with the SEA and the Evaluation Assistance Center.